



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Posas Elementary School	56-72553-6055438	December 18, 2024	January 16, 2025

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

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

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

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

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

- Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The Las Posas Elementary School goals and actions for 2024-2025 align with the Pleasant Valley School District LCAP and Federal addendum.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As part of the continuous cycle of improvement, input from multiple stakeholders is a key element in PVSD. An annual LCAP survey is administered to determine areas of stakeholder priority and need. Input is gathered through various councils and advisories including: DELAC (District English Language Acquisition Committee), site ELACs (English Language Acquisition Committee) DAC (District Advisory Committee), School Site Councils, Parent Teacher Association (PTA), Superintendent's Teacher Advisory, Superintendent Student Advisory, Superintendent Parent Advisory, LCAP Committee (Local Control Accountability Plan), and Superintendent's Round Table.

Parents and community members are invited to attend all School Site Council meetings to give input into our school program. Our site ELAC committee meets at least 4 times during the year to discuss the ongoing needs of EL students and ways to best support these students on our campus. ELAC members provide specific input into the development of our SPSA as the principal shares the results and resources made / available for EL students. Our School Site Council also provides input and feedback based upon data and needs surveys completed in the spring of the prior year, to support student success in our ELA and mathematics instruction and school connectedness. Our staff members regularly examine the effectiveness of our intervention support programs, and also agreed with the proposed goals in the 2024-25 SPSA, focusing on providing a greater intervention for our students who need additional support in ELA and mathematics.

The California Healthy Kids Survey, which measures perceptions of safety, wellness, and school connectedness, is administered to students in 5th and 7th grades biannually. Staff time is devoted to looking at the data from this survey to determine best practices for assisting all students with improving their experiences and perceptions of student connectedness as well.

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.

For the 2024-25 school year, Las Posas does not have any resource inequities indicated in the outlined three areas.

Resources that all students TK-5 will have access to at Las Posas: three Title 1 teachers will be utilized in all grades kindergarten through fifth; a Literacy Intervention Content Specialist working with Kindergarten through fifth grade students, an Instructional Strategies TOSAs for all teacher kindergarten - 5th Grade, and after school tutoring/math clubs in grades 3-5.

Rationale: Title 1 Teachers to foster a strong foundation in reading literacy and mathematics for students in grades kindergarten through fifth grade. The use of a certificated Literacy Intervention Content Specialist to provide additional supports for students as they progress through the grade levels, with a particular focus on grades first through third grade. To ensure a viable curriculum is offered to every student at every grade level and to support the schoolwide

AVID movement an Instructional Strategies TOSA will lead teachers through cycles of improvement during site PLC time as well as support / coach in the teacher's classroom. Students in grades 3-5 will also receive after school tutoring support in mathematics. The students are identified by data collected from the classroom teachers and services are provided by certificated faculty.

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.

LPS does NOT have an indicator on the California School Dashboard in the red or 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.

LPS does NOT have an indicator on the California School Dashboard for any student group being two or more performance levels below "all students".

Other Needs

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

Although Science is not currently an indicator on the CA School Dashboard, LPS recognizes that this is an area that needs improvement in grades 3 - 5.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	10.65%	9.21%	10.64%	46	42	48
Asian	3.47%	2.63%	2.66%	15	12	12
Filipino	6.94%	6.58%	5.99%	30	30	27
Hispanic/Latino	39.12%	41.23%	43.02%	169	188	194
Pacific Islander	0.46%	0.22%	0.44%	2	1	2
White	28.94%	31.36%	28.38%	125	143	128
Multiple	10.42%	8.77%	8.87%	45	40	40
Total Enrollment				432	456	451

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	82	103	68
Grade 1	73	71	72
Grade 2	64	72	75
Grade 3	70	62	66
Grade 4	77	75	65
Grade 5	66	73	67
Total Enrollment	432	456	451

Conclusions based on this data:

1. Las Posas typically experiences some degree of mobility with regards to the military families that attend our school. Most of our military families typically experience re-assignment once every two to three years, and historically, this has been a factor in our enrollment fluctuation.
2. The Las Posas overall enrollment has remained consistent: 427 (20-21), 432 (21-22), 456 (22-23), 451 (23-24).
3. The Las Posas Hispanic / Latino student group is our largest student group - 43.02%. This is an increase of 2% from the prior year. White (28.38%, a decrease by 3%) and African American (10.64%, an increase by 1%) are next two largest subgroups.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	33	33	35	9.40%	7.6%	7.8%
Fluent English Proficient (FEP)	13	14	13	5.20%	3.0%	2.9%
Reclassified Fluent English Proficient (RFEP)	3	1	3	5.0%	9%	9%

Conclusions based on this data:

1. Nine percent of English Learners were reclassified in the 23-24 school year. LPS will continue to incorporate staff development in the areas of designated and integrated ELD.
2. The number of FEP students remained consistent compared to the previous year, 3.0% to 2.9%.
3. The percentage of EL students remained consistent compared to the past year, from 7.6 to 7.8%.

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	70	64	65	64	61	65	64	61	65	91.4	95.3	100
Grade 4	73	75	69	71	75	68	71	75	68	97.3	100.0	98.6
Grade 5	67	66	68	65	63	68	65	63	68	97.0	95.5	100
All Grades	210	205	202	200	199	201	200	199	201	95.2	97.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2422.	2450.	2460.	15.63	32.79	35.38	31.25	27.87	29.23	31.25	24.59	23.08	21.88	14.75	12.31
Grade 4	2453.	2466.	2465.	21.13	30.67	23.53	19.72	21.33	22.06	18.31	20.00	27.94	40.85	28.00	26.47
Grade 5	2494.	2525.	2523.	18.46	26.98	30.88	30.77	31.75	25.00	21.54	28.57	20.59	29.23	12.70	23.53
All Grades	N/A	N/A	N/A	18.50	30.15	29.85	27.00	26.63	25.37	23.50	24.12	23.88	31.00	19.10	20.90

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	21.88	27.87	23.08	62.50	57.38	67.69	15.63	14.75	9.23	
Grade 4	11.27	17.33	17.65	66.20	62.67	64.71	22.54	20.00	17.65	
Grade 5	15.38	14.29	27.94	67.69	79.37	57.35	16.92	6.35	14.71	
All Grades	16.00	19.60	22.89	65.50	66.33	63.18	18.50	14.07	13.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.06	26.23	24.62	60.94	60.66	64.62	25.00	13.11	10.77
Grade 4	15.71	9.33	16.18	51.43	66.67	60.29	32.86	24.00	23.53
Grade 5	18.46	30.16	27.94	56.92	53.97	52.94	24.62	15.87	19.12
All Grades	16.08	21.11	22.89	56.28	60.80	59.20	27.64	18.09	17.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.94	13.11	10.77	76.56	73.77	76.92	12.50	13.11	12.31
Grade 4	7.04	16.00	5.88	78.87	70.67	82.35	14.08	13.33	11.76
Grade 5	10.77	22.22	19.12	80.00	65.08	69.12	9.23	12.70	11.76
All Grades	9.50	17.09	11.94	78.50	69.85	76.12	12.00	13.07	11.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	22.95	21.54	71.88	59.02	67.69	15.63	18.03	10.77
Grade 4	7.04	12.00	13.24	77.46	70.67	67.65	15.49	17.33	19.12
Grade 5	13.85	14.29	17.65	67.69	79.37	75.00	18.46	6.35	7.35
All Grades	11.00	16.08	17.41	72.50	69.85	70.15	16.50	14.07	12.44

Conclusions based on this data:

1. Analysis of overall achievement for all students in ELA indicates that the percentage of standards exceeded and met remained consistent from 56.78% to 55.22% AND the percentage of standards nearly met and not met remained consistent from 43.22% to 44.78%.
2. The following are our English Language Arts instructional goals for 2024-25 based on the data analysis.
 - a. Students will be able to produce clear and purposeful writing.
 - b. Students will be able to answer text-directed questions citing evidence from the text(s).
 - c. Students will be instructed in and use of Close Reading strategies.
 - d. Teachers and students will have access to and use more non-fiction texts.
3. In addition, students will have access to specific technology and applications, providing additional opportunities to build greater writing stamina, as well as compose answers on the computer and improve written communication skills. AVID strategies that center on writing in all areas of the curriculum will be a focus.

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	70	64	65	64	63	65	64	63	65	91.4	98.4	100
Grade 4	73	75	69	71	75	68	71	75	68	97.3	100.0	98.6
Grade 5	67	66	68	65	63	68	65	63	68	97.0	95.5	100
All Grades	210	205	202	200	201	201	200	201	201	95.2	98.0	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2452.	2467.	2479.	21.88	28.57	41.54	32.81	34.92	29.23	32.81	25.40	18.46	12.50	11.11	10.77
Grade 4	2461.	2484.	2489.	11.27	22.67	23.53	25.35	28.00	29.41	39.44	32.00	32.35	23.94	17.33	14.71
Grade 5	2479.	2509.	2499.	10.77	19.05	22.06	23.08	25.40	20.59	30.77	30.16	25.00	35.38	25.40	32.35
All Grades	N/A	N/A	N/A	14.50	23.38	28.86	27.00	29.35	26.37	34.50	29.35	25.37	24.00	17.91	19.40

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.13	44.44	58.46	56.25	46.03	32.31	15.63	9.52	9.23
Grade 4	12.68	29.33	36.76	64.79	50.67	44.12	22.54	20.00	19.12
Grade 5	10.77	22.22	19.12	56.92	57.14	45.59	32.31	20.63	35.29
Grade 11									
All Grades	17.00	31.84	37.81	59.50	51.24	40.80	23.50	16.92	21.39

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	28.13	30.16	35.38	57.81	60.32	46.15	14.06	9.52	18.46
Grade 4	12.68	17.33	25.00	53.52	61.33	52.94	33.80	21.33	22.06
Grade 5	10.77	19.05	16.18	60.00	53.97	54.41	29.23	26.98	29.41
All Grades	17.00	21.89	25.37	57.00	58.71	51.24	26.00	19.40	23.38

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.69	23.81	35.38	60.94	68.25	55.38	9.38	7.94	9.23
Grade 4	14.08	18.67	20.59	64.79	56.00	61.76	21.13	25.33	17.65
Grade 5	7.69	12.70	19.12	63.08	66.67	52.94	29.23	20.63	27.94
All Grades	17.00	18.41	24.88	63.00	63.18	56.72	20.00	18.41	18.41

Conclusions based on this data:

1. Analysis of overall achievement for all students in mathematics indicates that the percentage of standards exceeded and met increased from 52.73% to 55.23% AND the percentage of standards nearly met and not met decreased from 47.26% to 44.77%.
2. The following are our instructional goals in mathematics for the 2024-25 school year based on data analysis:
 - a. Instruction will focus on more mathematical understanding of concepts and procedures primarily using Standards of Mathematical Practices 5 through 8.
 - b. Students will be required to explain and communicate their mathematical reasoning.
 - c. Students will master the expected grade level computation skills (Claim 1: Concepts and Procedures)
 - d. Teachers will work with the students closely to build student confidence in the area of math.
3. In addition, students will have greater access to specific math programs and small group instruction, as well as added opportunities to build mathematical skills, both during the school day and after school. AVID strategies that center on mathematical writing will be a focus.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	8	8	9
1	*	*	*	*	*	*	*	*	*	*	7	6
2	*	*	*	*	*	*	*	*	*	7	4	5
3	*	*	*	*	*	*	*	*	*	*	9	4
4	*	*	*	*	*	*	*	*	*	4	*	6
5	*	*	*	*	*	*	*	*	*	7	4	*
All Grades										31	35	33

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.03	17.14	21.21	32.26	34.29	36.36	32.26	34.29	36.36	6.45	14.29	6.06	31	35	33

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.48	22.86	39.39	41.94	40.00	36.36	19.35	31.43	15.15	3.23	5.71	9.09	31	35	33

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.90	5.71	6.06	35.48	34.29	39.39	32.26	40.00	42.42	19.35	20.00	12.12	31	35	33

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.58	20.00	15.15	74.19	62.86	75.76	3.23	17.14	9.09	31	35	33

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.16	35.29	51.52	45.16	61.76	36.36	9.68	2.94	12.12	31	34	33

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.13	8.57	9.09	61.29	57.14	72.73	22.58	34.29	18.18	31	35	33

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.58	14.29	24.24	58.06	74.29	66.67	19.35	11.43	9.09	31	35	33

Conclusions based on this data:

1. The percent of students who scored "Well-developed" in writing increased from 14.29% to 24.24%.
2. The number of students who took the ELPAC from 2020-21 to 2023-24 has remained somewhat consistent: 36 students (20-21), 31 students (21-22), 35 students (22-23), 33 students (23-24) tested.
3. The number of students in Level 3 and Level 4 (Overall) from 22-23 to 23-24 increased from 51.43% to 57.57%.

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
451	45%	7.8%	0.0%
Total Number of Students enrolled in Las Posas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	7.8%
Foster Youth	0	0.0%
Homeless	8	1.8%
Socioeconomically Disadvantaged	203	45%
Students with Disabilities	54	12%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	10.6%
American Indian	0	0.0%
Asian	12	2.7%
Filipino	27	6%
Hispanic	194	43%
Two or More Races	40	8.9%
Pacific Islander	2	0.4%
White	128	28.4%

Conclusions based on this data:

- Total Enrollment for school year 2023-2024 slightly decreased from 456 to 451 students in 2024-2025.

2. LPS three most significant student groups based upon ethnicity are: Hispanic 41.2% (2% increase), White 31.4% (increase 2%) and African American 9.2% (remained consistent).
3. LPS EL most significant student groups based upon categories are: Socioeconomically disadvantaged 40.1 (2% increase), Students with Disabilities 11.2% (1% increase), and English Learners 7.2% (remained consistent).

School and Student Performance Data

Overall Performance






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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic absenteeism remains a concern at LPS. Chronic Absenteeism DECLINED 4.3%, yet is ranked in the YELLOW range. A focus for this year needs to be placed on: parent education regarding the importance of attendance, incentivizing improved attendance, and utilizing the SARB process (with a targeted focus for students with disabilities, EL, Hispanic, 2 or more races, socioeconomically disadvantaged, White).

2. Suspension Rate remains a concern at LPS. Suspension Rate MAINTAINED 0%, yet is ranked in the YELLOW range. A focus for this year needs to be placed on: inclusive practices, restorative practices and community building parent education (with a targeted focus for 2 or more races, White, socioeconomically disadvantaged, students with disabilities).
3. ELA and Mathematics is always a focus at LPS. ELA MAINTAINED and Mathematics INCREASED, and are both ranked in the GREEN range. A focus will be placed on: staff development towards providing a guaranteed and viable curriculum, fidelity to the adopted curriculum, and data analysis drives instruction and resources provided.

School and Student Performance Data

Academic Performance English Language Arts

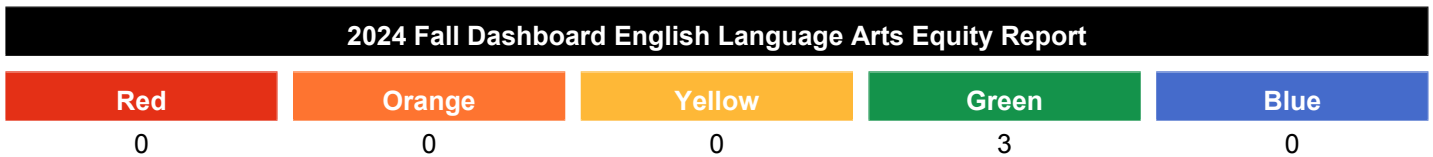
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>16.5 points above standard</p> <p>Maintained 2.3 points</p> <p>187 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>19.3 points below standard</p> <p>Declined 31.5 points</p> <p>16 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3.3 points above standard</p> <p>Increased 10.7 points</p> <p>97 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>48 points below standard</p> <p>Increased 40.8 points</p> <p>30 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>9.6 points above standard</p> <p>15 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>16.6 points above standard</p> <p>Increased 9 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>4.9 points below standard</p> <p>Declined 27.2 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>21.5 points above standard</p> <p>Increased 12.8 points</p> <p>61 Students</p>

Conclusions based on this data:

1. Overall in English Language Arts, all students ranked GREEN / performance level (16.5 points above standard) in the status levels. LPS MAINTAINED 2.3 points.
2. Of LPS' two largest significant student groups: White students ranked GREEN (21.5 points above standard / INCREASED 12.8 points) and Hispanic students ranked GREEN (16.6 points above standard / INCREASED 9 points).
3. LPS' largest student group Socioeconomically Disadvantaged ranked GREEN (3.3 points below standard / INCREASED 10.7 points).

School and Student Performance Data

Academic Performance Mathematics

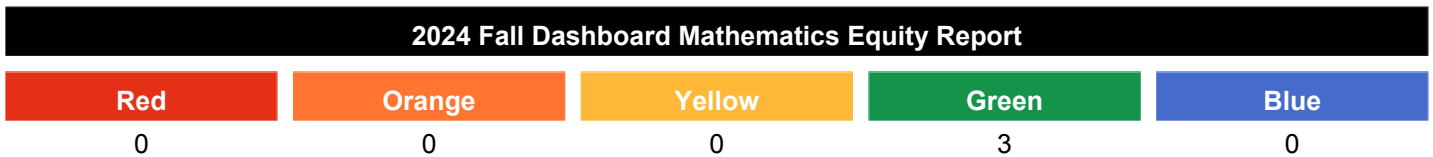
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>8.5 points above standard</p> <p>Increased 3.5 points</p> <p>187 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>41.2 points below standard</p> <p>Declined 25.7 points</p> <p>16 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.4 points below standard</p> <p>Increased 8.5 points</p> <p>97 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>42.4 points below standard</p> <p>Increased 10.4 points</p> <p>30 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>21.5 points above standard</p> <p>15 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>4.7 points above standard</p> <p>Increased 10.4 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>11.3 points above standard</p> <p>Declined 3.8 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>9.6 points above standard</p> <p>Maintained 0.6 points</p> <p>61 Students</p>

Conclusions based on this data:

1. Overall in Mathematics, all students ranked GREEN (8.5 points above standard / INCREASED 3.5%) in the status levels.
2. Of LPS' two largest significant student groups: White students ranked GREEN (9.6 points above standard / MAINTAINED 0.6 points) and Hispanic students ranked GREEN (4.7 points above standard / INCREASED 10.4 points).
3. LPS' largest student group Socioeconomically Disadvantaged ranked GREEN (5.4 points below standard / INCREASED 8.5 points).

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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 60.9% making progress. Number Students: 23 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 8.7%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 30.4%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 60.9%

Conclusions based on this data:

1. The overall number of English Learner student tested was relatively similar from 24 (22-23) to 23 (23-24).
2. Of the 23 English Learner students tested, 60.9% are making progress towards English language proficiency.
3. Of the 23 English Learner student tested, INCREASED 27.5%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>12.3% Chronically Absent</p> <p>Declined 4.3</p> <p>489 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>16.2% Chronically Absent</p> <p>Declined 0.5</p> <p>37 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>14% Chronically Absent</p> <p>Declined 5.7</p> <p>235 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>12.9% Chronically Absent</p> <p>Increased 2.6</p> <p>70 Students</p>	<p>African American</p>  <p>Green</p> <p>9.6% Chronically Absent</p> <p>Declined 2.1</p> <p>52 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Increased 16.7</p> <p>12 Students</p>	<p>Filipino</p>  <p>Green</p> <p>3.2% Chronically Absent</p> <p>Declined 12.9</p> <p>31 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>13.8% Chronically Absent</p> <p>Declined 7.1</p> <p>203 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>7.1% Chronically Absent</p> <p>Maintained 0</p> <p>42 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>White</p>  <p>Yellow</p> <p>13.3% Chronically Absent</p> <p>Declined 2.5</p> <p>143 Students</p>

Conclusions based on this data:

- Overall Chronic Absenteeism is ranked YELLOW for all students with 12.3% Chronically Absent. This DECLINED 4.3%. Additional Targeted Support & Improvement strategies included in Goal 2: Provide a healthful environment where students feel welcomed, safe, and connected.
- Of LPS' largest student groups: White, Hispanic, English Learners, and Socioeconomically Disadvantaged ranked YELLOW, and African American ranked GREEN.
- Of LPS' largest student categories: Students with Disabilities is ranked ORANGE with 12.9% chronically absent. This INCREASED by 2.6%

School and Student Performance Data

Conditions & Climate Suspension Rate

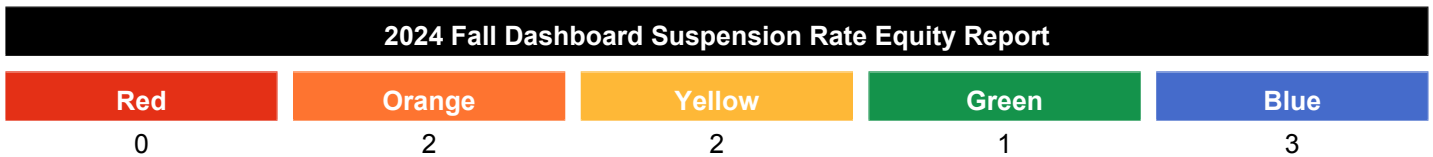
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This section provides number of student groups in each level.



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>All Students</p> <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0%</p> <p>502 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.7%</p> <p>38 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>1.3% suspended at least one day</p> <p>Maintained -0.1%</p> <p>238 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained 0%</p> <p>71 Students</p>	<p>African American</p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 1.9%</p> <p>53 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>31 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.9%</p> <p>212 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2.4%</p> <p>42 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>White</p>  <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 1.5%</p> <p>146 Students</p>

Conclusions based on this data:

1. Overall Suspension Rate is YELLOW for all students with 1.2% suspended at least one day. This was MAINTAINED 0%.
2. Of LPS' largest student groups: White and 2 or More Races ranked ORANGE, Socioeconomically Disadvantaged and Students with Disabilities ranked YELLOW, and Hispanic and English Learners ranked BLUE.
3. Of LPS' largest student categories: 2 or More Races (INCREASED 2.4% / 2.4% suspended at least one day) ranked ORANGE, and White (INCREASED 2.7% / 2.7% suspended at least one day) ranked ORANGE.

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.

Student Achievement

Use multiple sources of data to improve student achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

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.

All students need to increase achievement in ELA and Mathematics.

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	The CAASPP testing was administered in the spring of 2024. This analysis reflects the most current data available. Grade 3--64.61% of all 3th grade students Exceeded or Met standards. This is an increase from 60.66%. Grade 4--45.59% of all 4th grade students Exceeded or Met standards. This is a decrease from 52.00%. Grade 5--55.88% of all 5th grade students Exceeded or Met standards. This is a decrease from 58.73%.	For students in grade 3-5, we anticipate at least 3% growth for all grade levels in Meeting or Exceeding standards. This will be due to fidelity to adopted curriculum - 5 days/week, dedicated weekly PLC work focusing on cycles of improvement, support from three Title 1 intervention teachers working with targeted kindergarten - 5th grade students - 4 days/week; all of which will support learning gaps.
CAASPP Mathematics	The CAASPP testing was administered in the spring of 2024. This analysis reflects the most current data available. Grade 3--70.77% of all 3rd grade students Exceeded or Met standards. This is an increase from 63.49%. Grade 4--52.94% of all 4th grade students Exceeded or Met standards. This is an increase from 50.67%. Grade 5--42.65% of all 5th grade students Exceeded or Met standards. This is an decrease from 44.45%.	For students in grade 3-5, we anticipate at least 3% growth for all grade levels in Meeting or Exceeding standards. This will be due to fidelity to adopted curriculum - 5 days/week, dedicated weekly PLC work focusing on cycles of improvement, support from four Title 1 intervention teachers working with targeted kindergarten - 5th grade students - 4 days/week, after school math tutoring for 3rd - 5th grade students - 2 days/week; all of which will support learning gaps.

IXL ELA	<p>The IXL ELA baseline testing was administered in the fall of the 2024-2025. This analysis reflects that data.</p> <p>Grade 2--71.8% of all 2nd grade students scored proficient or mastered.</p> <p>Grade 3--73.2% of all 3th grade students scored proficient or mastered.</p> <p>Grade 4--60.9% of all 4th grade students scored proficient or mastered.</p> <p>Grade 5--39% of all 5th grade students scored proficient or mastered.</p>	For students in grades 3-5, we anticipate at least a 3% growth for all grade levels in skills proficient and skills mastered in the area of ELA.
IXL Math	<p>The IXL Mathematics baseline testing was administered in the fall of the 2024-2025. This analysis reflects that data.</p> <p>Grade 2--50.7% of all 2nd grade students scored proficient or mastered.</p> <p>Grade 3--50.7% of all 3th grade students scored proficient or mastered.</p> <p>Grade 4--31.2% of all 4th grade students scored proficient or mastered.</p> <p>Grade 5--42.1% of all 5th grade students scored proficient or mastered.</p>	For students in grades 3-5, we anticipate at least a 3% growth for all grade levels in skills proficient and skills mastered in the area of mathematics.
ELPAC	For 23-24, the ELPAC was administered to 33 students; 57.57% students tested at Level 3 or Level 4 which is an increase from 51.43%.	Increase the percentage of students scoring at Level 3 and Level 4 in the ELPAC assessment.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide additional, targeted intervention in ELA and Math utilizing hourly certificated intervention teachers.	School wide and targeted student groups	55332.00 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide three certificated Title 1 teachers to assist students in grades K-5 during school and after school with individual and small group instruction and tutoring with the goal of increasing student achievement in reading and mathematical understanding.

			12284.00 Title I/SWP 3000-3999: Employee Benefits Benefits for Title 1 Certificated Teachers 2000.00 Title I/SWP 4000-4999: Books And Supplies Classroom supplies to support ELA and math 11968.00 Unrestricted 4000-4999: Books And Supplies Classroom supplies to support ELA and math
1.2	Provide professional development opportunities for staff members focused on increasing student achievement and implement strategies from AVID in classrooms.	School wide and targeted student populations	0.00 Title I/SWP 5000-5999: Services And Other Operating Expenditures Payments for AVID Summer Institute and fees. These are now centralized by the district office. 8793.50 Title I/SWP 4000-4999: Books And Supplies Additional AVID Classroom Supplies to support all students in grades K-5
1.3	Additional English Language Development support will be provided in small groups facilitated by credentialed hourly teachers.	English Language Learners	0.00 Title I/SWP None Specified EL Support to be provided within the Certificated hourly Title 1 Teachers regular group times and WIN Time.
1.4	Provide in school and after school assistance in mathematics with additional tutoring hours utilizing certificated teachers.	School-wide targeted populations	2813.00 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Provide in school and after school tutoring in math targeting student populations in grades 3-5 519.00 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Benefits for tutoring hours
1.6	Provide additional apps with school-wide site licenses for students to access additional in-school and at-home access for practicing skills focused on ELA and mathematics standards.	School-wide targeted populations	15000.00 Donations 4000-4999: Books And Supplies

			PTA donation toward the purchase of apps and/or site licenses for students access to support ELA, Math and language acquisition (BrainPop Jr., Flocabulary and PebbleGo)
1.7	Provide release time for PLCs for data analysis and longitudinal planning	School-wide targeted populations	0.00 Title I/SWP 1000-1999: Certificated Personnel Salaries Release time for ELA and Mathematics data analysis and longitudinal planning with PLCs 492.50 Title I/SWP 1000-1999: Certificated Personnel Salaries Benefits for release time for PLCs.
1.8	Centralized Support to provide a TOSA 20% staff member focused on increasing student achievement and implement strategies from AVID in classrooms.	School wide and targeted student groups	18286.00 Title I/SWP 1000-1999: Certificated Personnel Salaries Additional Targeted Professional Development to support classroom instruction and AVID. 8546.00 Title I/SWP 3000-3999: Employee Benefits Benefits for TOSA
1.9	Centralized Support to provide a Director 20% staff member focused on increasing student achievement and implement strategies from AVID in classrooms.	School wide and targeted student groups	11254.00 Title I/SWP 1000-1999: Certificated Personnel Salaries Additional Targeted Professional Development to support classroom instruction and AVID. 3064.00 Title I/SWP 3000-3999: Employee Benefits Benefits for Director
1.10	Provide release days for staff members to review ELA and math data and plan instruction, groups and resources accordingly.	School wide and targeted student groups	0.00 Title I/SWP None Specified WIN Support

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.

Healthful Environment

Increase all student's daily attendance percentages by supporting the wide continuum of social/emotional needs of students including character/soft skills

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

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.

Increase in the number of students who feel connected, secure, safe, and welcomed at Las Posas in all grades TK-5. Research indicates that students who are connected emotionally to their school, classmates, and teacher typically experience greater academic and social 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
Healthy Kids Survey or similar metric	2023-24 school year, 70% of our student responses reflect that they feel connected to their school most or all of the time on California Healthy Kids Survey.	LPS would like to see 85% of our student responses reflect that they feel connected to their school most or all of the time using same metric in 2024-25.
School Attendance Data	The 2023-2024 CA Dashboard shows that Las Posas had an overall Chronic Absenteeism Rate of 12.3% or YELLOW. This is a decrease of 4.3% from the 22-23 school year.	LPS anticipates an overall 3% decrease in our Chronic Absenteeism Rate for the 2024-25 school year based on improved attendance, stronger connectedness and student engagement, and incorporation of Saturday Academy and Independent Study Programs.
Suspension Report	The 2023-24 CA Dashboard shows that Las Posas had an overall Suspension Rate of 1.2% or YELLOW. This measure indicates that LPS maintained its suspension rate of 1.2% from the 22-23 school year.	Decrease / maintain the Suspension Rate for the 2024-25 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide materials and supplies to support our positive behavioral and attendance programs for all students.	School-wide, special education students and English learners as identified through ATSI.	<p>645.00 D203 Belongingness Activities 4000-4999: Books And Supplies Provide materials and supplies to support during-school and/or after school athletic programs, PE programs, and Art Trek enrichment program.</p> <p>7000.00 Donations 4000-4999: Books And Supplies PTA Contribution towards Field Trips 4000.00 D203 Belongingness Activities 4000-4999: Books And Supplies Provide materials and supplies for incentive programs to recognize students for academic and social-emotional growth (i.e. Student of the Month, Academic Awards/Honor Roll, Promotion) 7629.00 D203 Belongingness Activities 4000-4999: Books And Supplies Provide materials and supplies for students to feel a strong sense of belonging, clubs, incentive programs to recognize students for academics, attendance, and social-emotional growth. The themes will include college awareness materials, student of the month, academic awards, promotion, physical education, music, art, attendance improvement, and classroom-based incentives.</p> <p>Unrestricted None Specified Provide structures for staff members to recognize</p>

			students for academics, attendance, and positive behavioral programs. 500.00 D206 Makerspace 4000-4999: Books And Supplies Provide materials to develop school-wide use of the makerspace utilizing project based learning, choice and hands on projects.
2.2	To support students through clubs, activities, and other engaging opportunities facilitated by staff.	School wide and targeted student populations	5000.00 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide students with enrichment opportunities to increase student connectedness (stipends for Track Team, Intramural Sports, Anchored 4 Life, clubs, etc.) 1112.00 D203 Belongingness Activities 3000-3999: Employee Benefits Benefits for certificated salaries 4500.00 Donations 5000-5999: Services And Other Operating Expenditures Donation from PTA to provide three assemblies that focus on school connectedness.
2.3	Increasing student engagement through hands on learning in our Project Lab during instructional time AND Project Lab open / available for students during lunch hours.	All students on campus.	0.00 D206 Makerspace 4000-4999: Books And Supplies Materials for our Project Lab
2.4	Providing weekly incentives for positive behavior through our Caught Being Good Program.	All students on campus	0.00 Donations 4000-4999: Books And Supplies To pay for incentives for our students for their weekly awards. These supports have become a district centralized support.
2.5	Mentorship and social worker attendance support	All students on campus.	0.00 Centralized Service None Specified To pay for incentives that are used with our school-wide buddy program.

<p>2.6</p>	<p>Centralized Supports to provide a Parent Liaison 100% staff member focused on increasing parent / student connectedness.</p>	<p>All students on campus.</p>	<p>22998.00 Title I/SWP 2000-2999: Classified Personnel Salaries Provide Parent Liaison to assist parents / students in grades TK-5 during school and after school hours with with the goal of increasing parent / student engagement and connectedness. 8359.00 Title I/SWP 3000-3999: Employee Benefits Benefits for Parent Liaison position.</p>
<p>2.7</p>	<p>Centralized Support to provide a Social Worker 10% staff member focused on increasing parent / student social-emotional and physical health.</p>	<p>All students on campus.</p>	<p>8658.00 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide Social Worker to provide Tier III supports for parents / students in grades TK-5 during school and after school hours with with the goal of increasing parent / student social-emotional and physical health. 1922.00 Title I/SWP 3000-3999: Employee Benefits Benefits for Social Worker position.</p>
<p>2.8</p>	<p>Provide Dance Instructor for increased educational opportunities to improve the social-emotional and physical health of all students.</p>	<p>All students on campus.</p>	<p>41825.00 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Provide TK-5 Dance Instructor for increased educational opportunities to improve the social-emotional and physical health of all students. 9456.00 Prop 28 Arts 3000-3999: Employee Benefits Benefits for Dance Instructor</p>
<p>2.9</p>	<p>Materials and Supplies for Dance Instruction</p>	<p>All students on campus.</p>	<p>12179.00 Prop 28 Arts 4000-4999: Books And Supplies Materials and supplies for Dance Instruction.</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 3

Title and Description of School Goal

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

Open and meaningful communication

Increased parent engagement through District and school site opportunities and increased community outreach using various means.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

Identified Need

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

There is a need for greater percentage of families participating in our ELAC, Parent Education Classes, and our bi-monthly Parent Teacher Association meetings.

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
PTA Membership	PTA Members increased from 36 in 2022-2023 to 81 members in 2023-2024.	100 PTA Members - Increase the number of parents and staff joining the PTA over the course of the 2024-25 school year.
LPS Comprehensive Needs Assessment	96.3 % of parents agree or strongly agree with this statement: "I am aware of workshops, informational events or family activities offered at my school."	98% Agree or strongly agree with same statement.
ELAC Membership / Attendance	ELAC members / meeting attendees increased from 2 in 2022-2023 to 4 member in 2023-2024.	Increase / maintain the number of parents participating in/and attending ELAC over the course of the 2024-25 school year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide parents with workshops and parent outreach opportunities to increase educational partners understanding and input of the educational program.	School wide and targeted student populations	0.00 Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures

			<p>Parent Workshops that create opportunities for family involvement aimed at increasing achievement (for example Parent Institute for Quality Education - PIQE). This is a district centralized support. 0.00 Title I/SWP</p> <p>Math / Science Night; community will be able to participate in culmination of STEM learning from the school year with the purpose of supporting student achievement.</p>
3.2	Improve external communication with all educational partners	All students/families and targeted students/families	<p>100.00 Title I/SWP 4000-4999: Books And Supplies Material supplies for hard copy flyers as a means to increase communication (to complement the increased efforts to communicate electronically). 0.00 None Specified None Specified Provide families with access to school information via multiple sources (i.e., school/teacher websites, PTA Facebook, Class Dojo, Remind 101, Blackboard Connect, emails, etc.). 0.00 None Specified None Specified Continue to provide regular, updated information on school marquee. 0.00 None Specified 2000-2999: Classified Personnel Salaries Provide a Parent Liaison to support family connectedness. (centralized district support) 0.00 None Specified 3000-3999: Employee Benefits Create / provide a Parent Liaison to support family connectedness. (centralized district support)</p>

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

Use multiple sources of data to improve student achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	For students in grade 3-5, we anticipate at least 5% growth for all grade levels in Meeting or Exceeding standards. This will be due to fidelity to adopted curriculum - 5 days/week, dedicated weekly PLC work focusing on cycles of improvement, support from three Title 1 intervention teachers working with targeted kindergarten - 5th grade students - 4 days/week; all of which will support learning gaps.	Grade 3--64.61% of all 3th grade students Exceeded or Met standards. This is an increase from 60.66%. Grade 4--45.59% of all 4th grade students Exceeded or Met standards. This is a decrease from 52.00%. Grade 5--55.88% of all 5th grade students Exceeded or Met standards. This is a decrease from 58.73%.
CAASPP Mathematics	For students in grade 3-5, we anticipate at least 5% growth for all grade levels in Meeting or Exceeding standards. This will be due to fidelity to adopted curriculum - 5 days/week, dedicated weekly PLC work focusing on cycles of improvement, support from four Title 1 intervention teachers working with targeted kindergarten - 5th grade students - 4 days/week, after school math tutoring for 3rd - 5th grade students - 2 days/week; all of which will support learning gaps.	Grade 3--70.77% of all 3rd grade students Exceeded or Met standards. This is an increase from 63.49%. Grade 4--52.94% of all 4th grade students Exceeded or Met standards. This is an increase from 50.67%. Grade 5--42.65% of all 5th grade students Exceeded or Met standards. This is an decrease from 44.45%.
IXL ELA	For students in grades 3-5, we anticipate at least a 5% growth for all grade levels in skills proficient and skills mastered in the area of ELA.	Grade 2--51.9% of all 2nd grade students scored proficient or mastered in 2023-2024 Grade 3--53.1% of all 3th grade students scored proficient or mastered in 2023-2024 Grade 4--48.2% of all 4th grade students scored proficient or mastered in 2023-2024 Grade 5--52.1% of all 5th grade students scored proficient or mastered in 2023-2024
IXL Math	For students in grades 3-5, we anticipate at least a 5% growth for all grade levels in skills proficient and skills mastered in the area of mathematics.	Grade 2--53.1% of all 2nd grade students scored proficient or mastered in 2023-2024 Grade 3--52.0% of all 3th grade students scored proficient or mastered in 2023-2024

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Grade 4--47.2% of all 4th grade students scored proficient or mastered in 2023-2024 Grade 5--52.9% of all 5th grade students scored proficient or mastered in 2023-2024
ELPAC	Increase the percentage of students scoring at Level 3 and Level 4 in the ELPAC assessment.	57.57% students tested at Level 3 or Level 4 which is an increase from 51.43%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional, targeted intervention in ELA and Math utilizing hourly certificated intervention teachers.	Provided additional, targeted intervention in ELA and Math utilizing hourly certificated intervention teachers.	Provide three certificated Title 1 teachers to assist students in grades K-5 during school and after school with individual and small group instruction and tutoring with the goal of increasing student achievement in reading and mathematical understanding. 1000-1999: Certificated Personnel Salaries Title I/SWP 46508	Provide three certificated Title 1 teachers to assist students in grades K-5 during school and after school with individual and small group instruction and tutoring with the goal of increasing student achievement in reading and mathematical understanding. 1000-1999: Certificated Personnel Salaries Title I/SWP 50805
		Benefits for Title 1 Certificated Teachers 3000-3999: Employee Benefits Title I/SWP 10341.00	Benefits for Title 1 Certificated Teachers 3000-3999: Employee Benefits Title I/SWP 11137
		Classroom supplies to support ELA and math 4000-4999: Books And Supplies Title I/SWP 2000.00	Classroom supplies to support ELA and math 4000-4999: Books And Supplies Title I/SWP 0.00
		Classroom supplies to support ELA and math 4000-4999: Books And Supplies Unrestricted 11613.00	Classroom supplies to support ELA and math 4000-4999: Books And Supplies
Provide professional development opportunities for staff members focused on	Provided professional development opportunities for staff members focused on	Payments for AVID Summer Institute and fees. These are now	Payments for AVID Summer Institute and fees. These are now

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
increasing student achievement and implement strategies from AVID in classrooms.	increasing student achievement and implemented strategies from AVID in classrooms.	<p>centralized by the district office. 5000-5999: Services And Other Operating Expenditures Title I/SWP 0.00</p> <p>Additional AVID Classroom Supplies to support all students in grades K-5 4000-4999: Books And Supplies Title I/SWP 12559</p>	<p>centralized by the district office. 5000-5999: Services And Other Operating Expenditures Title I/SWP 0.00</p> <p>Additional AVID Classroom Supplies to support all students in grades K-5 4000-4999: Books And Supplies Title I/SWP 9868</p>
Additional English Language Development support will be provided in small groups facilitated by credentialed hourly teachers.	Increased English Language Development in small groups facilitated by credentialed hourly teachers.	EL Support to be provided within the Certificated hourly Title 1 Teachers regular group times and WIN Time. None Specified Title I/SWP 0.00	EL Support to be provided within the Certificated hourly Title 1 Teachers regular group times and WIN Time. None Specified Title I/SWP 0.00
Provide in school and after school assistance in mathematics with additional tutoring hours utilizing certificated teachers.	Provided in school and after school assistance in mathematics with additional tutoring hours utilizing certificated teachers.	<p>Provide in school and after school tutoring in math targeting student populations in grades 3-5 1000-1999: Certificated Personnel Salaries P102-Tutoring 2807.50</p> <p>Benefits for tutoring hours 3000-3999: Employee Benefits P102-Tutoring 518.50</p>	<p>Provide in school and after school tutoring in math targeting student populations in grades 3-5 1000-1999: Certificated Personnel Salaries 3763</p> <p>Benefits for tutoring hours 3000-3999: Employee Benefits 836</p>
Provide additional apps with school-wide site licenses for students to access additional in-school and at-home access for practicing skills focused on ELA and mathematics standards.	Provided additional apps with school-wide site licenses for students to access additional in-school and at-home access for practicing skills focused on ELA and mathematics standards.	PTA donation toward the purchase of apps and/or site licenses for students access to support ELA, Math and language acquisition (BrainPop Jr., Flocabulary and PebbleGo) 4000-4999: Books And Supplies Donations 15000.00	PTA donation toward the purchase of apps and/or site licenses for students access to support ELA, Math and language acquisition (BrainPop Jr., Flocabulary and PebbleGo) 4000-4999: Books And Supplies Donations 15000.00
Provide release time for PLCs for data analysis and longitudinal planning	Provided release time for PLCs for data analysis and longitudinal planning	Release time for ELA and Mathematics data analysis and longitudinal planning with PLCs 1000-1999: Certificated Personnel Salaries Title I/SWP 3000.00	Release time for ELA and Mathematics data analysis and longitudinal planning with PLCs 1000-1999: Certificated Personnel Salaries Title I/SWP 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits for release time for PLCs. 1000-1999: Certificated Personnel Salaries Title I/SWP 492.50	Benefits for release time for PLCs. 1000-1999: Certificated Personnel Salaries Title I/SWP 0.00

Analysis

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

The implementation of strategies to achieve this goal was as articulated / planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of these strategies was successful. The CA Dashboard reflects a GREEN in ELA = 16.5 points above standard / maintained 2.3 points. The CA Dashboard reflects a GREEN in Mathematics = 8.5 points above standard / increased 3.5 points. The CA Dashboard reflects 60.9% of English Learners making progress / increased 27.5% points.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

- 1) There was a material difference of \$2961.00 less on AVID Supplies. Better deals and frugal shopping was employed to save money.
- 2) There was a material difference of \$1274.00 more on after school tutoring. Was unable to utilize student teachers for the tutoring position and paid a higher hourly rate for a certificated teacher.
- 3) There was a material difference of \$3492.00 less on release time. Was able to utilize district contracted PLC time to complete data analysis and planning.

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

NO changes will be made to this goal,

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

Plan to increase all student's daily attendance percentages by supporting the wide continuum of social/emotional needs of students including character/soft skills

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids Survey or similar metric	LPS would like to see 85% of our student responses reflect that the adults on campus make an effort to get to know them some or most of the time using same metric in 2023-24.	2023-24 school year, 70% of our student responses reflect that they feel connected to their school most or all of the time on California Healthy Kids Survey.
School Attendance Data	We anticipate an overall 10% decrease in our Chronic Absenteeism Rate for the 2023-24 school year based on improved attendance and stronger student engagement.	The 2023-2024 CA Dashboard shows that Las Posas had an overall Chronic Absenteeism Rate of 12.3%. This is a decrease of 4.3% from the 22-23 school year.
Suspension Report	Decrease / maintain the Suspension Rate for the 2023-24 school year.	The 2023-24 CA Dashboard shows that Las Posas had an overall Suspension Rate of 1.2%. This measure indicates that LPS maintained its suspension rate of 1.2% from the 22-23 school year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide materials and supplies to support our positive behavioral and attendance programs for all students.	Provided materials and supplies to support our positive behavioral and attendance programs for all students.	Provide materials and supplies to support during-school and/or after school athletic programs, PE programs, and Art Trek enrichment program. 4000-4999: Books And Supplies P203 Connectedness 645.00	Provide materials and supplies to support during-school and/or after school athletic programs, PE programs, and Art Trek enrichment program. 4000-4999: Books And Supplies 520.00
		PTA Contribution towards Field Trips 4000-4999: Books And Supplies Donations 7000.00	PTA Contribution towards Field Trips 4000-4999: Books And Supplies Donations 7000.00
		Provide materials and supplies for incentive	Provide materials and supplies for incentive

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>programs to recognize students for academic and social-emotional growth (i.e. Student of the Month, Academic Awards/Honor Roll, Promotion) 4000-4999: Books And Supplies P203 Connectedness 4000.00</p>	<p>programs to recognize students for academic and social-emotional growth (i.e. Student of the Month, Academic Awards/Honor Roll, Promotion) 4000-4999: Books And Supplies 4000.00</p>
		<p>Provide materials and supplies for students to feel a strong sense of belonging, clubs, incentive programs to recognize students for academics, attendance, and social-emotional growth. The themes will include college awareness materials, student of the month, academic awards, promotion, physical education, music, art, attendance improvement, and classroom-based incentives. 4000-4999: Books And Supplies P203 Connectedness</p>	<p>Provide materials and supplies for students to feel a strong sense of belonging, clubs, incentive programs to recognize students for academics, attendance, and social-emotional growth. The themes will include college awareness materials, student of the month, academic awards, promotion, physical education, music, art, attendance improvement, and classroom-based incentives. 4000-4999: Books And Supplies</p>
		<p>Provide structures for staff members to recognize students for academics, attendance, and positive behavioral programs. 4000-4999: Books And Supplies P201- PBIS/Attendance</p>	<p>Provide structures for staff members to recognize students for academics, attendance, and positive behavioral programs. 4000-4999: Books And Supplies</p>
		<p>Provide materials to develop school-wide use of the makerspace utilizing project based learning, choice and hands on projects. 4000-4999: Books And Supplies P206 Makerspace Supplies 500.00</p>	<p>Provide materials to develop school-wide use of the makerspace utilizing project based learning, choice and hands on projects. 4000-4999: Books And Supplies 500.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide staff support for increased educational opportunities to improve the social-emotional and physical health of all students.	Provided staff support for increased educational opportunities to improve the social-emotional and physical health of all students.	<p>Provide students with enrichment opportunities to increase student connectedness (stipends for Track Team, Intramural Sports, Anchored 4 Life, clubs, etc.) 1000-1999: Certificated Personnel Salaries P203 Connectedness 5000.00</p> <p>Benefits for certificated salaries 3000-3999: Employee Benefits P203 Connectedness 1112.00</p> <p>Donation from PTA to provide three assemblies that focus on school connectedness. 5000-5999: Services And Other Operating Expenditures Donations 4500.00</p>	<p>Provide students with enrichment opportunities to increase student connectedness (stipends for Track Team, Intramural Sports, Anchored 4 Life, clubs, etc.) 1000-1999: Certificated Personnel Salaries 900.00</p> <p>Benefits for certificated salaries 3000-3999: Employee Benefits 200.00</p> <p>Donation from PTA to provide three assemblies that focus on school connectedness. 5000-5999: Services And Other Operating Expenditures Donations 4500.00</p>
Increasing student engagement through hands on learning in our Project Lab during instructional time AND Project Lab open / available for students during lunch hours.	Increased student engagement through hands on learning in our Project Lab during instructional time AND Project Lab was open / available for students during lunch hours.	Materials for our Project Lab 4000-4999: Books And Supplies P206 Makerspace Supplies 0.00	Materials for our Project Lab 4000-4999: Books And Supplies 0.00
Providing weekly incentives for positive behavior through our Caught Being Good Program.	Provided weekly incentives for positive behavior through our Caught Being Good Program.	To pay for incentives for our students for their weekly awards. These supports have become a district centralized support. 4000-4999: Books And Supplies P201- PBIS/Attendance 0.00	To pay for incentives for our students for their weekly awards. These supports have become a district centralized support. 4000-4999: Books And Supplies
Mentorship and social worker attendance support	Social worker provided attendance support / resources for students and families.	<p>To pay for incentives that are used with our school-wide buddy program. 4000-4999: Books And Supplies P205 Mentorship 0.00</p> <p>Social worker on campus one day per week. This is district</p>	<p>To pay for incentives that are used with our school-wide buddy program. 4000-4999: Books And Supplies 0.00</p> <p>Social worker on campus one day per week. This is district</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		centralized support. 1000-1999: Certificated Personnel Salaries P205 Mentorship 0.00	centralized support. 1000-1999: Certificated Personnel Salaries 0.00
		Social worker on campus one day per week. This is district centralized support. 3000-3999: Employee Benefits P205 Mentorship 0.00	Social worker on campus one day per week. This is district centralized support. 3000-3999: Employee Benefits 0.00

Analysis

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

The implementation of strategies to achieve this goal was as articulated / planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of these strategies was successful. The CA Dashboard reflects a YELLOW in Chronic Absenteeism = 12.3% chronically absent / declined 4.3%. The CA Dashboard reflects a YELLOW in Suspension Rate = 1.2% suspended at least one day / maintained 0%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

1) There was a material difference of \$5012.00 more for stipends for enrichment opportunities. Was unable to procure teachers for clubs / athletics / enrichment opportunities.

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.

TK-5th Grade Dance Instruction will be added to this goal to increase schoolwide connectedness.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Increased parent engagement through District and school site opportunities and increased community outreach using various means.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PTA Membership	100 PTA Members - Increase the number of parents and staff joining the PTA over the course of the 2023-24 school year.	PTA Members increased from 36 in 2022-2023 to 81 members in 2023-2024.
LPS Comprehensive Needs Assessment	98% Agree or strongly agree with same statement.	96.3 % of parents agree or strongly agree with this statement: "I am aware of workshops, informational events or family activities offered at my school."
PIQE Parent Education Participation	Increase in the number of parents participating in/and graduating from PIQE parent education classes over the course of the 2023-24 school year.	PIQE is no longer used in PVSD / LPS. A goal to Increase / maintain the number of parents participating in/and attending ELAC over the course of the 2024-25 school year was created.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parents with workshops and parent outreach opportunities to increase educational partners understanding and input of the educational program.	Provided parents with workshops and parent outreach opportunities to increase educational partners understanding and input of the educational program.	Parent Workshops that create opportunities for family involvement aimed at increasing achievement (for example Parent Institute for Quality Education - PIQE). This is a district centralized support. 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 0.00	Parent Workshops that create opportunities for family involvement aimed at increasing achievement (for example Parent Institute for Quality Education - PIQE). This is a district 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 0.00
		Math / Science Night; community will be able to participate in culmination of STEM	Math / Science Night; community will be able to participate in culmination of STEM

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		learning from the school year with the purpose of supporting student achievement. P203 Connectedness 0.00	learning from the school year with the purpose of supporting student achievement. 0.00
Improve external communication with all educational partners	Improved external communication with all educational partners	Material supplies for hard copy flyers as a means to increase communication (to complement the increased efforts to communicate electronically). 4000-4999: Books And Supplies Title I/SWP 100.00	Material supplies for hard copy flyers as a means to increase communication (to complement the increased efforts to communicate electronically). 4000-4999: Books And Supplies Title I/SWP 100.00
		Provide families with access to school information via multiple sources (i.e., school/teacher websites, PTA Facebook, Class Dojo, Remind 101, Blackboard Connect, emails, etc.). None Specified None Specified 0.00	Provide families with access to school information via multiple sources (i.e., school/teacher websites, PTA Facebook, Class Dojo, Remind 101, Blackboard Connect, emails, etc.). None Specified 0.00
		Continue to provide regular, updated information on school marquee. None Specified None Specified 0.00	Continue to provide regular, updated information on school marquee. None Specified 0.00
		Provide a Parent Liaison to support family connectedness. (centralized district support) 2000-2999: Classified Personnel Salaries None Specified 0.00	Provide a Parent Liaison to support family connectedness. (centralized district support) 2000-2999: Classified Personnel Salaries 0.00
		Create / provide a Parent Liaison to support family connectedness. (centralized district support) 3000-3999: Employee Benefits None Specified 0.00	Create / provide a Parent Liaison to support family connectedness. (centralized district support) 3000-3999: Employee Benefits 0.00

Analysis

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

The implementation of strategies to achieve this goal was as articulated / planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of these strategies was successful. This was evidenced by increase of 45 parents in PTA. This is evidenced with 96% of our parents aware of workshops, informational events or family activities being offered at LPS.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

NO material differences.

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.

Parent educational opportunities and workshops will be provided by PVSD and Parent Liaison rather than PIQE in 2024-2025.

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	\$162,089.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$286,235.00
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 (\$)

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

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 (\$)
Centralized Service	\$0.00
D102 Tutoring/Homework Support	\$3,332.00
D203 Belongingness Activities	\$18,386.00
D206 Makerspace	\$500.00
Donations	\$26,500.00
None Specified	\$0.00
Prop 28 Arts	\$63,460.00
Title I/SWP	\$162,089.00
Unrestricted	\$11,968.00

Subtotal of state or local funds included for this school: \$286,235.00

Total of federal, state, and/or local funds for this school: \$286,235.00

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
D102 Tutoring/Homework Support	3332.00	0.00
	0.00	0.00
D203 Belongingness Activities	18386.00	0.00
Title I/SWP	162089.00	0.00
	0.00	0.00
D206 Makerspace	500.00	0.00
Unrestricted	11968.00	0.00
Prop 28 Arts	63460.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Centralized Service	0.00
D102 Tutoring/Homework Support	3,332.00
D203 Belongingness Activities	18,386.00
D206 Makerspace	500.00
Donations	26,500.00
None Specified	0.00
Prop 28 Arts	63,460.00
Title I/SWP	162,089.00
Unrestricted	11,968.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	143,660.50
2000-2999: Classified Personnel Salaries	22,998.00
3000-3999: Employee Benefits	45,262.00
4000-4999: Books And Supplies	69,814.50

5000-5999: Services And Other Operating Expenditures	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Centralized Service	0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	2,813.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	519.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	5,000.00
3000-3999: Employee Benefits	D203 Belongingness Activities	1,112.00
4000-4999: Books And Supplies	D203 Belongingness Activities	12,274.00
4000-4999: Books And Supplies	D206 Makerspace	500.00
4000-4999: Books And Supplies	Donations	22,000.00
5000-5999: Services And Other Operating Expenditures	Donations	4,500.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
3000-3999: Employee Benefits	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	41,825.00
3000-3999: Employee Benefits	Prop 28 Arts	9,456.00
4000-4999: Books And Supplies	Prop 28 Arts	12,179.00
	Title I/SWP	0.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	94,022.50
2000-2999: Classified Personnel Salaries	Title I/SWP	22,998.00
3000-3999: Employee Benefits	Title I/SWP	34,175.00
4000-4999: Books And Supplies	Title I/SWP	10,893.50
5000-5999: Services And Other Operating Expenditures	Title I/SWP	0.00

5800: Professional/Consulting Services And Operating Expenditures	Title I/SWP	0.00
None Specified	Title I/SWP	0.00
4000-4999: Books And Supplies	Unrestricted	11,968.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	150,352.00
Goal 2	135,783.00
Goal 3	100.00

School Site Council Membership

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

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

Name of Members	Role
Thomas Holtke	Principal
Denise Canas	Other School Staff
Elisabeth Medina	Parent or Community Member
Maria D. Montijo Pesqueira	Parent or Community Member
Jocelyn Leodones	Parent or Community Member
Sandra Gonzalez	Parent or Community Member
Katie Schariest	Parent or Community Member
Gina Knoll	Classroom Teacher
Heather Johnston	Classroom Teacher
Katie Tran	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.

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

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 December 18, 2024.

Attested:

Handwritten signatures in blue ink. The top signature is for Thomas Holtke, and the bottom signature is for Heather Johnston.

Principal, Thomas Holtke on Dec. 18, 2024

SSC Chairperson, Heather Johnston on Dec. 18, 2024