School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeview Leadership Academy	36-67934-6059562	5/1/2025	6/24/2025

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

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

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

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

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> Equity Multiplier

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 Lakeview Leadership Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

> Additional Targeted Support and Improvement

> Equity Multiplier

Lakeview Leadership Academy has developed a School Plan for Student Achievement (SPSA) that meets the guidelines of the "Every Student Succeeds Act" by ensuring all children have an opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. LLA engages in timely and meaningful consultation with stakeholders both in the planning stage and the implementation of the SPSA. The stakeholder groups review data and evaluate programs that target our at-promise student groups. LLA recognizes achievement gaps are deepest and most prevalent among Students with Disabilities, low-income, African American(AA), Long Term English Learners, and English Learners in general. Many students belong to two or more of these groups, heightening the need for additional support and services to close these gaps. The SPSA was developed with the Victor Valley Union High School District Local Control and Accountability Plan goals and CA Dashboard actions and serves as a guide for continued academic progress. The school community is committed to meeting the guidelines set forth by all federal, state, and local funding sources to provide a highly effective, well-rounded educational experience for every student attending the Home of the Spartans.

Educational Partner Involvement

How, when, and with whom did Lakeview Leadership Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Principal conducts an annual comprehensive needs assessment to gather input from students, teachers, staff, and the community. Collaborating with the Instructional Leadership Team (ILT), school staff, School Site Council (SSC), ELACAllies in Action, and Simple Solutions Psychotherapy, she evaluates the previous School Plan for Student Achievement (SPSA). A separate survey was distributed to staff to assess the effectiveness of services and programs impacting the classroom. Meetings with the ILT are held every 4-6 weeks, while sessions with DMCC and Simple Solutions are scheduled for April 2024, and SSC meets monthly. Throughout the school year, the Principal shares the latest CAASPP, CAST, EL, suspension, and Panorama data to refine the school's goals. This data was shared with staff in August 2024, January, and April 2025 to clarify the rationale behind our objectives, which are ultimately presented to the SSC for final approval.

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.

LLA has faced several resource inequities, particularly with the recent hiring of 16 new teachers for the 2023-2024 school year due to the opening of the new Junior High School in VVUHSD, Larrea. Additional challenges include inadequate support for English Learners (EL) and classroom assistance. Our needs assessment highlighted the necessity for second language acquisition professional development for teachers to better support EL students, as well as the need for an additional Bilingual Instructional Assistant (BIA) to support 150 students across six grade levels. Currently, Lakeview has only four BIAs for these six grade levels, resulting in unmet goals. Moving into the 2024-2025 school year, select teachers will attend CABE, QTEL, and other relevant training, while we also aim to hire an additional BIA. Furthermore, there is an urgent need to focus on improving outcomes for African American students across all academic areas and addressing the suspension rate.

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.

RED Dashboard DATA 23/24
ELA-   ALL, EL, LTEL, SED, SWD, AA, Hispanic, White
Math --   ALL, AA SWD, Hispanic
English Learners-   ALL, LTEL
Suspensions-   LTEL, Homeless, SWD, AA
Chronic Absenteeism-   ALL, LTEL, EL, Homeless, SED, AA, Hispanic, White, Two/More races

ORANGE Dashboard DATA 23/24
Math-   SED, EL, LTEL
Suspensions-   White, Two/more races
Chronic Absenteeism-   SWD

The needs assessment at LLA reveals that teachers require targeted professional development to address the intensive needs of our students. Key areas of focus include equity, English Learners (EL), second language acquisition, and the Common Core State Standards (CCSS) for Math and English and NGSS for Science. Additionally, ELA, Math, and EL teachers need dedicated data release days to analyze student data for identifying needs, reteaching strategies, and skill gaps. Implementing a data collection system, such as NWEA, will enable core teachers to systematically gather data to set goals for reteaching.

To support targeted students, the assessment indicates a necessity for Response to Intervention (RTI) classes during the school day, as well as before or after-school tutoring using programs like IXL or Next Gen Math to address skill gaps in math and English/literacy. LLA will also continue to integrate Positive Behavioral Interventions and Supports (PBIS) into its culture, including the Unity Program, which fosters connectedness and conflict resolution skills.

The assessment highlights the importance of addressing suspension rates among all student demographics, including Long-Term English Learners (LTEL), homeless students, students with disabilities (SWD), African American (AA), White, and students of two or more races. A multi-faceted approach is essential to support students' social, emotional, and behavioral needs, which includes intensive teacher training on equity, restorative practices, and trauma-informed practices.

Furthermore, the assessment emphasizes the need for a Unity program, coordinated by a Unity coordinator, to teach respect and positive interactions among students. Providing access to behavioral support, anger management, and social skills development is critical, alongside continued support from an intervention counselor and BCBA to monitor student progress and performance deficiencies.

Finally, to better support our 150 EL students across six grade levels, there is a pressing need to increase the number of Bilingual Instructional Assistants (BIAs) available, especially for the 7th and 8th-grade Level 1 and 2 students, who make up more than half of this population.
Other needs are found in our College Career Indicator. We have seen an increase of students meeting A-G requirements up to 38%, however, only 29.5% of our seniors graduate prepared for College and Career.

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.

Suspension Rate- ALL students are in Yellow, however, LTEL, Homeless, SWD, and AA are in the red

Other Needs

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

College Career Indicator. Currently only 29% of the graduating Seniors are considered prepared for College or Career.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeview Leadership Academy. 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	0.09%	0.17%	0.38%	1	2	4
African American	13.11%	14.53%	16.41%	152	169	171
Asian	1.81%	1.46%	1.63%	21	17	17
Filipino	0.52%	0.6%	0.58%	6	7	6
Hispanic/Latino	67.82%	68.19%	67.47%	786	793	703
Pacific Islander	0.60%	0.69%	0.67%	7	8	7
White	10.79%	9.63%	8.25%	125	112	86
Two or More Races	4.14%	3.7%	3.45%	48	43	36
Not Reported	1.12%	1.03%	1.15%	13	12	
			Total Enrollment	1159	1163	1042

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	383	437	389
Grade 8	422	412	408
Grade 9	142	83	65
Grade 10	96	105	52
Grade 11	81	68	68
Grade 12	35	58	60
Total Enrollment	1,159	1,163	1,042

Conclusions based on this data:

1. Total school enrollment decreased in 24/25- due to new school opening and adding 8th grade to their school population.

2. The percentage of Hispanic and White students decreased significantly as a result of the decreased enrollment.

3. The number of high school students has increased since the first graduating class in 2021

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	231	215	202	19.9%	18.5%	19.4%
Fluent English Proficient (FEP)	201	206	175	17.3%	17.7%	16.8%
Reclassified Fluent English Proficient (RFEP)	5	8				

Conclusions based on this data:

1. The percentage of EL students has remained relatively the same during yearly.

2. Our reclassification rates are stagnant

3. Our Fluent English Proficient students have increased each year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	390	421	370	379	410	364	378	410	364	97.2	97.4	98.4
Grade 8	405	406	382	397	396	375	397	396	374	98.0	97.5	98.2
Grade 11	70	62	61	68	62	61	68	62	61	97.1	100.0	100
All Grades	865	889	813	844	868	800	843	868	799	97.6	97.6	98.4

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2473.	2461.	2459.	3.70	1.22	2.20	19.05	17.32	15.93	26.98	26.59	24.45	50.26	54.88	57.42
Grade 8	2476.	2495.	2466.	1.26	4.29	1.60	16.37	19.44	14.71	28.46	32.83	24.33	53.90	43.43	59.36
Grade 11	2585.	2611.	2596.	17.65	30.65	24.59	33.82	35.48	31.15	33.82	20.97	27.87	14.71	12.90	16.39
All Grades	N/A	N/A	N/A	3.68	4.72	3.63	18.98	19.59	16.52	28.23	29.03	24.66	49.11	46.66	55.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	8.73	2.93	3.57	53.44	53.66	47.80	37.83	43.41	48.63
Grade 8	4.79	6.31	3.21	49.12	48.99	39.57	46.10	44.70	57.22
Grade 11	19.12	24.19	21.31	58.82	66.13	57.38	22.06	9.68	21.31
All Grades	7.71	5.99	4.76	51.84	52.42	44.68	40.45	41.59	50.56

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	4.50	4.15	4.95	43.92	44.39	42.03	51.59	51.46	53.02
Grade 8	3.02	6.57	5.35	37.53	42.93	37.43	59.45	50.51	57.22
Grade 11	16.18	32.26	26.23	67.65	53.23	55.74	16.18	14.52	18.03
All Grades	4.74	7.26	6.76	42.82	44.35	40.93	52.43	48.39	52.32

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	5.82	5.12	4.95	71.69	68.54	66.76	22.49	26.34	28.30
Grade 8	8.31	8.84	4.55	63.48	70.45	64.97	28.21	20.71	30.48
Grade 11	10.29	24.19	21.31	77.94	64.52	72.13	11.76	11.29	6.56
All Grades	7.35	8.18	6.01	68.33	69.12	66.33	24.32	22.70	27.66

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	6.61	3.41	2.47	58.47	54.39	55.49	34.92	42.20	42.03
Grade 8	4.53	8.59	4.28	63.22	68.43	65.24	32.24	22.98	30.48
Grade 11	11.76	25.81	14.75	72.06	59.68	67.21	16.18	14.52	18.03
All Grades	6.05	7.37	4.26	61.80	61.18	60.95	32.15	31.45	34.79

Conclusions based on this data:

1. CAASPP data indicates a significant decrease in 11th grade ELA,

2. CAASPP data indicates that research/inquiry and listening skills are strength for students at LLA

3. There is a need to implement standards based teaching, and data to guide instruction. There is a need to develop a working understanding of the CAASPP blueprints for ELA and Math to strenghten reading and writing domains.

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.

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Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	389	421	371	377	408	365	377	408	365	96.9	96.9	98.4
Grade 8	405	406	382	394	395	375	394	395	375	97.3	97.3	98.2
Grade 11	71	62	61	69	62	61	69	62	61	97.2	100.0	100
All Grades	865	889	814	840	865	801	840	865	801	97.1	97.3	98.4

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2433.	2420.	2435.	0.80	0.49	1.10	7.96	4.90	6.58	22.02	20.10	21.92	69.23	74.51	70.41
Grade 8	2427.	2437.	2423.	0.25	1.27	0.80	4.57	4.30	2.93	15.23	17.72	16.00	79.95	76.71	80.27
Grade 11	2496.	2496.	2502.	4.35	0.00	1.64	8.70	11.29	6.56	17.39	17.74	32.79	69.57	70.97	59.02
All Grades	N/A	N/A	N/A	0.83	0.81	1.00	6.43	5.09	4.87	18.45	18.84	19.98	74.29	75.26	74.16

Concepts & Procedures — Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	1.86	1.23	1.64	31.56	24.51	27.40	66.58	74.26	70.96
Grade 8	1.02	1.52	0.00	30.20	26.84	25.87	68.78	71.65	74.13
Grade 11	2.90	6.45	4.92	26.09	19.35	37.70	71.01	74.19	57.38
All Grades	1.55	1.73	1.12	30.48	25.20	27.47	67.98	73.06	71.41

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	1.33	0.98	1.92	46.15	37.99	41.37	52.52	61.03	56.71
Grade 8	1.78	3.04	0.80	37.06	45.32	39.20	61.17	51.65	60.00
Grade 11	5.80	0.00	1.64	63.77	79.03	75.41	30.43	20.97	22.95
All Grades	1.90	1.85	1.37	43.33	44.28	42.95	54.76	53.87	55.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	1.06	0.98	0.82	55.44	52.70	54.79	43.50	46.32	44.38
Grade 8	0.51	1.27	0.80	52.03	48.10	48.53	47.46	50.63	50.67
Grade 11	4.35	1.61	1.64	78.26	61.29	57.38	17.39	37.10	40.98
All Grades	1.07	1.16	0.87	55.71	51.21	52.06	43.21	47.63	47.07

Conclusions based on this data:

1. Nearly 90% or our students are not meeting standards in Math.

2. There is a need to establish standards based teaching and data to guide instruction. There is a need to develop a working understanding of the math claims and domains and blueprints.

3. 7th Grade math CAASPP scores continue to slowly increase

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

<table>
<tr><td colspan="13">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Overall</td><td colspan="3">Oral Language</td><td colspan="3">Written Language</td><td colspan="3">Number of Students Tested</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>7</td><td>1518.5</td><td>1510.2</td><td>1506.8</td><td>1523.9</td><td>1504.4</td><td>1504.0</td><td>1512.6</td><td>1515.6</td><td>1509.2</td><td>93</td><td>82</td><td>71</td></tr>
<tr><td>8</td><td>1540.7</td><td>1527.9</td><td>1516.0</td><td>1549.5</td><td>1530.1</td><td>1514.7</td><td>1531.4</td><td>1525.2</td><td>1516.7</td><td>76</td><td>91</td><td>80</td></tr>
<tr><td>9</td><td>1533.8</td><td>1507.2</td><td>1540.5</td><td>1538.6</td><td>1490.9</td><td>1528.5</td><td>1528.4</td><td>1523.0</td><td>1551.9</td><td>28</td><td>14</td><td>16</td></tr>
<tr><td>10</td><td>1568.6</td><td>1566.3</td><td>1512.4</td><td>1569.9</td><td>1559.4</td><td>1489.1</td><td>1566.8</td><td>1572.6</td><td>1535.1</td><td>12</td><td>19</td><td>11</td></tr>
<tr><td>11</td><td>1559.1</td><td>*</td><td>*</td><td>1558.8</td><td>*</td><td>*</td><td>1558.9</td><td>*</td><td>*</td><td>14</td><td>5</td><td>10</td></tr>
<tr><td>12</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>9</td><td>9</td><td>6</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>232</td><td>220</td><td>194</td></tr>
</table>

<table>
<tr><td colspan="14">Overall Language
Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Level 4</td><td colspan="3">Level 3</td><td colspan="3">Level 2</td><td colspan="3">Level 1</td><td colspan="3">Total Number of Students</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>7</td><td>9.68</td><td>7.32</td><td>8.45</td><td>31.18</td><td>28.05</td><td>28.17</td><td>43.01</td><td>45.12</td><td>39.44</td><td>16.13</td><td>19.51</td><td>23.94</td><td>93</td><td>82</td><td>71</td></tr>
<tr><td>8</td><td>19.74</td><td>12.09</td><td>5.00</td><td>36.84</td><td>28.57</td><td>31.25</td><td>26.32</td><td>42.86</td><td>40.00</td><td>17.11</td><td>16.48</td><td>23.75</td><td>76</td><td>91</td><td>80</td></tr>
<tr><td>9</td><td>3.57</td><td>0.00</td><td>6.25</td><td>42.86</td><td>21.43</td><td>43.75</td><td>32.14</td><td>42.86</td><td>37.50</td><td>21.43</td><td>35.71</td><td>12.50</td><td>28</td><td>14</td><td>16</td></tr>
<tr><td>10</td><td>16.67</td><td>26.32</td><td>9.09</td><td>50.00</td><td>47.37</td><td>36.36</td><td>25.00</td><td>15.79</td><td>27.27</td><td>8.33</td><td>10.53</td><td>27.27</td><td>12</td><td>19</td><td>11</td></tr>
<tr><td>11</td><td>7.14</td><td>*</td><td>*</td><td>64.29</td><td>*</td><td>*</td><td>21.43</td><td>*</td><td>*</td><td>7.14</td><td>*</td><td>*</td><td>14</td><td>*</td><td>*</td></tr>
<tr><td>12</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td>12.50</td><td>11.36</td><td>7.22</td><td>36.64</td><td>30.91</td><td>31.44</td><td>35.34</td><td>40.00</td><td>39.18</td><td>15.52</td><td>17.73</td><td>22.16</td><td>232</td><td>220</td><td>194</td></tr>
</table>

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	30.11	13.41	23.94	38.71	42.68	36.62	23.66	26.83	23.94	7.53	17.07	15.49	93	82	71
8	36.84	18.68	12.50	39.47	46.15	47.50	14.47	23.08	30.00	9.21	12.09	10.00	76	91	80
9	25.00	0.00	6.25	46.43	35.71	56.25	17.86	35.71	25.00	10.71	28.57	12.50	28	14	16
10	41.67	31.58	18.18	41.67	36.84	27.27	8.33	26.32	18.18	8.33	5.26	36.36	12	19	11
11	28.57	*	*	64.29	*	*	0.00	*	*	7.14	*	*	14	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.47	18.18	18.04	43.53	42.73	42.27	16.81	25.45	25.26	8.19	13.64	14.43	232	220	194

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	2.15	3.66	2.82	10.75	9.76	5.63	43.01	41.46	49.30	44.09	45.12	42.25	93	82	71
8	6.58	5.49	5.00	22.37	13.19	10.00	32.89	41.76	37.50	38.16	39.56	47.50	76	91	80
9	0.00	0.00	6.25	10.71	21.43	12.50	46.43	7.14	62.50	42.86	71.43	18.75	28	14	16
10	8.33	10.53	0.00	25.00	42.11	27.27	58.33	31.58	45.45	8.33	15.79	27.27	12	19	11
11	7.14	*	*	14.29	*	*	57.14	*	*	21.43	*	*	14	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.88	4.55	4.12	15.09	15.45	10.82	41.81	40.00	43.81	39.22	40.00	41.24	232	220	194

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	8.60	4.88	9.86	59.14	56.10	57.75	32.26	39.02	32.39	93	82	71
8	11.84	9.89	8.75	60.53	62.64	72.50	27.63	27.47	18.75	76	91	80
9	3.57	0.00	0.00	71.43	64.29	81.25	25.00	35.71	18.75	28	14	16
10	8.33	15.79	0.00	75.00	63.16	54.55	16.67	21.05	45.45	12	19	11
11	14.29	*	*	71.43	*	*	14.29	*	*	14	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.48	8.18	7.22	62.50	61.36	66.49	28.02	30.45	26.29	232	220	194

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	63.44	43.90	49.30	30.11	43.90	35.21	6.45	12.20	15.49	93	82	71
8	53.95	48.35	42.50	36.84	41.76	46.25	9.21	9.89	11.25	76	91	80
9	75.00	50.00	56.25	14.29	28.57	31.25	10.71	21.43	12.50	28	14	16
10	83.33	84.21	45.45	16.67	10.53	18.18	0.00	5.26	36.36	12	19	11
11	78.57	*	*	14.29	*	*	7.14	*	*	14	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	64.66	52.27	47.94	28.02	37.27	37.11	7.33	10.45	14.95	232	220	194

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	2.15	6.10	0.00	35.48	30.49	32.39	62.37	63.41	67.61	93	82	71
8	13.16	8.79	11.25	31.58	24.18	21.25	55.26	67.03	67.50	76	91	80
9	0.00	14.29	6.25	46.43	14.29	62.50	53.57	71.43	31.25	28	14	16
10	16.67	26.32	0.00	50.00	57.89	72.73	33.33	15.79	27.27	12	19	11
11	7.14	*	*	64.29	*	*	28.57	*	*	14	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.47	9.09	6.19	37.93	31.36	33.51	55.60	59.55	60.31	232	220	194

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	2.15	3.66	2.82	80.65	76.83	76.06	17.20	19.51	21.13	93	82	71
8	2.63	3.30	1.25	81.58	82.42	85.00	15.79	14.29	13.75	76	91	80
9	0.00	0.00	0.00	67.86	64.29	87.50	32.14	35.71	12.50	28	14	16
10	0.00	0.00	0.00	91.67	94.74	72.73	8.33	5.26	27.27	12	19	11
11	0.00	*	*	92.86	*	*	7.14	*	*	14	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.72	2.73	2.06	81.47	80.91	79.38	16.81	16.36	18.56	232	220	194

Conclusions based on this data:

1. Our reading domain indicate a need for enhanced reading comprehension.

2. The writing Domain indicate student writing improves slightly as they move through the grade levels; 7th to 8th.

3. The number of EL students tested has decreased yearly since 21/22

School and Student Performance Data
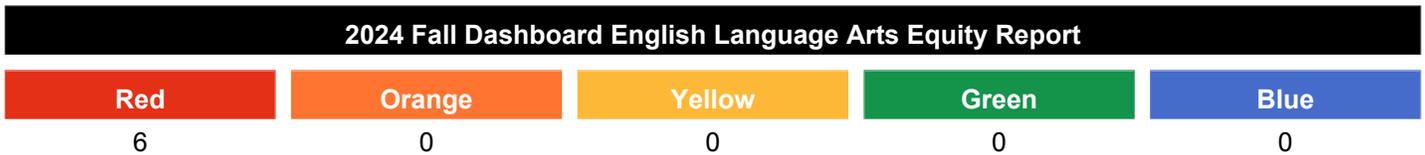
Student Population

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

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,042	**84.9%**	**19.4%**	**1%**
Total Number of Students enrolled in Lakeview Leadership Academy.	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	202	19.4%
Foster Youth	10	1%
Homeless	20	1.9%
Socioeconomically Disadvantaged	885	84.9%
Students with Disabilities	170	16.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	171	16.4%
American Indian	4	0.4%
Asian	17	1.6%
Filipino	6	0.6%
Hispanic	703	67.5%
Two or More Races	36	3.5%
Pacific Islander	7	0.7%
White	86	8.3%

Conclusions based on this data:

1. The number SED students at LLA increased from 77% to 84.9 % over the past year.

2. The number of EL students served increased from18% to 19.4%

3. The number SPED students continue to increase yearly. from 14% to 16.3%

School and Student Performance Data
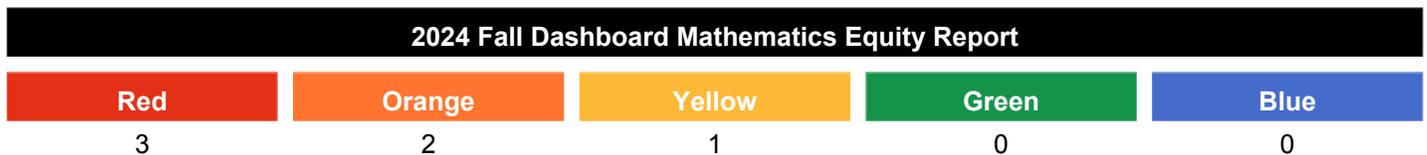
Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Graduation Rate**	**Suspension Rate**
Red	Blue	Yellow
Mathematics	**Chronic Absenteeism**	
Red	Red	
English Learner Progress		
Red		
College/Career		
Yellow		

Conclusions based on this data:

1. Ninety percent of our students are not meeting standards for Mathematics. Student groups include: AA, Hispanic, White, EL and two/more races.

2. LLA has a suspension rate of 16.2% a decrease of 2%. AA students are significantly disproportionate. We saw increase in suspensions to our SWD, LTEL and homeless students.

3. A decrease in ELA achievement was noted for ALL student groups compared to only AA students using the 23 Dashboard

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	0	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
83.0 points below standard	111.3 points below standard	131.5 points below standard
Declined 16.6 points	Declined 10.8 points	Declined 13.6 points
719 Students	184 Students	128 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	152.9 points below standard	85.9 points below standard
	Increased 35.4 points	Declined 14.6 points
8 Students	14 Students	628 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
127.1 points below standard	111.5 points below standard	Less than 11 Students
Declined 22.9 points	Declined 18.0 points	
136 Students	114 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	78.5 points below standard
		Declined 11.0 points
7 Students	4 Students	512 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
84.0 points below standard	Less than 11 Students	80.3 points below standard
Declined 32.6 points		Declined 45.0 points
21 Students	5 Students	49 Students

Conclusions based on this data:

1. Student achievement in ELA declined for 6 student groups. A resource inequty points to 16 new teachers and a need to intentionally focus on CCSS skills using the PLC model for adult collaboration.

2. Seventy eight percent of our students are not meeting standards for English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
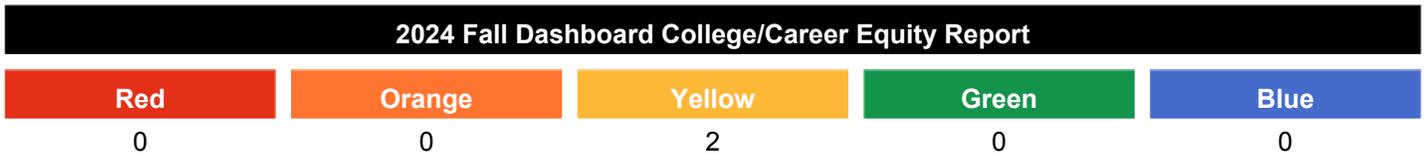
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	1	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	Orange
142.3 points below standard	157.4 points below standard	175.2 points below standard
Maintained 0.3 points	Increased 6.8 points	Increased 3.1 points
724 Students	188 Students	127 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	168.6 points below standard	145.3 points below standard
	Increased 76.4 points	Increased 3.8 points
8 Students	14 Students	632 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
171.8 points below standard	164.2 points below standard	Less than 11 Students
Maintained 0.9 points	Maintained 0.6 points	
136 Students	115 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	141.6 points below standard
		Maintained 0.1 points
8 Students	4 Students	516 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
153.9 points below standard	Less than 11 Students	110.4 points below standard
Declined 15.7 points		Increased 12.8 points
21 Students	5 Students	48 Students

Conclusions based on this data:

1. Ninety percent of our students are not meeting standards for Mathematics.

2. All student groups maintained or increased the distance from standard.

3. Special attention will be directed to support English Learners, Socioeconomically Disadvantaged students, and African American students through the use of a data analysis protocol.

School and Student Performance Data

Academic Performance
English Learner Progress

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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	**Long-Term English Learner Progress**
Red	Red
31.9% making progress.	30.1% making progress.
Number Students: 182 Students	Number Students: 153 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
26.9%	41.2%	1.1%	30.2%

Conclusions based on this data:

1. Over 30% or our EL students progressed at least one level, a decrease of over 10%.

2. 40% of the EL population maintained their current EL Level

3. Over 25% of our EL population decreased one level.

School and Student Performance Data

Academic Performance
College/Career Report

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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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	No Performance Color
29.5 Prepared	Less than 11 Students 0	Less than 11 Students 0
Increased 4.9		
61 Students	6 Students	5 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students 0	0 Students	29.5 Prepared
		Increased 7.5
2 Students		61 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	0 Students
7 Students	10 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Less than 11 Students 0	Less than 11 Students 0	31.4 Prepared
		Increased 12.5
4 Students	1 Student	35 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	Less than 11 Students 0
2 Students		7 Students

Conclusions based on this data:

1. LLA student/senior A-G completion rate is currently 38%, 29% are considered prepared for College / Career.

2. 8 Students/seniors earned the State Seal of Biliteracy.

3. There is a need to increase the number of students considered prepared using the CCI readiness indicators

School and Student Performance Data

Academic Engagement
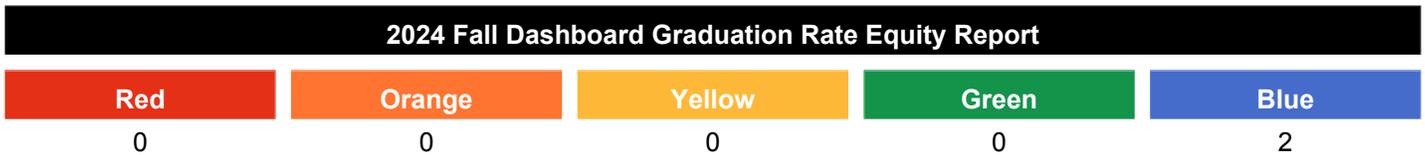## Chronic Absenteeism

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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Long-Term English Learners
Red	Red	Red
28.6% Chronically Absent	23.8% Chronically Absent	24.3% Chronically Absent
Increased 2.6	Increased 6.4	Increased 5.2
888 Students	172 Students	144 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Red
33.3% Chronically Absent	54.8% Chronically Absent	28.6% Chronically Absent
Maintained 0	Increased 9.7	Increased 1.4
18 Students	31 Students	775 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
34.2% Chronically Absent	43.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 0.7	Increased 11.8	3 Students
158 Students	165 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
36.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	23.3% Chronically Absent
Increased 18.2	3 Students	Maintained 0.4
11 Students		597 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
37.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	31.3% Chronically Absent
Increased 3.8	5 Students	Increased 1.9
37 Students		67 Students

Conclusions based on this data:

1. LLA needs to continue to work on lowering the Chronically Absent rate--which declined for all student groups during the 22/23 school year and increased during the 23/24 school year.

2. Chronic Absenteeism increased for 8 student groups and maintained for 1 student group.

School and Student Performance Data

Academic Engagement
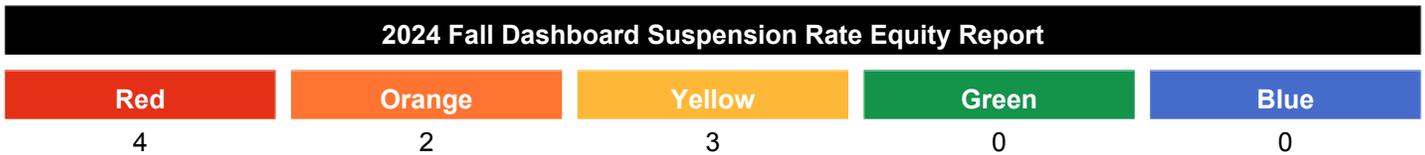## Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	2

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		

All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
96.7% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 8%	6 Students	5 Students
61 Students		

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	0 Students	96.7% graduated
2 Students		Increased 8.6%
		61 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0 Students
7 Students	10 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	100% graduated
4 Students	1 Student	Increased 15.8%
		35 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	Fewer than 11 students - data not displayed for privacy
2 Students		7 Students

Conclusions based on this data:

1. The graduation rate increased to 96.7% for all students; compared to 88% for all students - last year.

2. The Graduation rate for Hispanic students is 100%

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	2	3	0	0

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

All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	Red
16.3% suspended at least one day	9.2% suspended at least one day	10.9% suspended at least one day
Declined 2.2%	Declined 0.3%	Increased 1.2%
1252 Students	240 Students	192 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Yellow
15.2% suspended at least one day	30% suspended at least one day	16.7% suspended at least one day
Declined 10.9%	Increased 1.1%	Declined 2.9%
33 Students	40 Students	1084 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
20.9% suspended at least one day	34.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.8%	Increased 0.9%	
211 Students	218 Students	4 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
15.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy	11.2% suspended at least one day
Increased 4.7%		Declined 3.6%
19 Students	7 Students	832 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
27.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	12.3% suspended at least one day
Declined 0.9%		Declined 3.8%
59 Students	7 Students	106 Students

Conclusions based on this data:

1. The overall suspension rate decreased by 2.2%

2. Even with an overall decline to school suspensions, the suspension rate for AA, SWD, Asian, Homeless, and LTEL students increased.

3. Continued targeted PBIS played in the decrease, these efforts were seen in the overall decrease and other student groups.

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.

Academic Performance, Language proficiency and College/Career Indicator, CCI
Lakeview Leadership Academy (LLA)'s goal is to increase student performance across several key areas. Our goals include:
1. Increase Academic Proficiency: We will increase the percentage of students meeting or exceeding standards in English Language Arts and Math, as measured by the CAASPP, and in Science, measured by the CAST, by a minimum of 6% for all grade levels.
2. A-G Completion Rate: LLA intends to raise the A-G completion rate from 38% to 43%, which will positively impact the College and Career Indicator (CCI) by 5%, increasing it from 29.5% to 35%.
3. ELPAC Achievement: We aim to increase the number of students achieving Level 4 on the English Language Proficiency Assessments for California (ELPAC) by 5%.

(ATSI School Eligible)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Goal #3 The Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers at all school sites.

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.

CAASPP DATA
A) 7th Grade: ELA 82% Does not meet standards, Math 92% Does not meet standards
B) 8th Grade: ELA 83% Does not meet standards, Math 95% Does not meet standards, Science 96% Does not meet standards.
C) 11th Grade: ELA 44% Does not meet standards, Math 93% Does not meet standards, Science 84% Does not meet standards.

CDE dashboard CCI 23/24
29.5% prepared
Internal A-G 38%

EL data:
During the 23/24 school year, LLA had 150 EL students, 16% of the student population.
ELPI- English Learner Progress Indicator- 30% making progress toward English Language Proficiency

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English Language Arts: % Standard Met or Exceed (CAASPP 2023)	2023/2024 Meet or exceed Standards Grade 7=18% +/- 0 from 22/23 Grade 8 =17% -6% from 22/23 Grade 11=55% -11% from 22/23 2022/2023 Meet or exceed Standards Grade 7=18% -5% from 21/22 Grade 8 =23% +5% from 21/22 Grade 11=66% +14% from 21/22 Meet or exceed Standards 2021/2022 Grade 7= 23% Grade 8 = 17% Grade 11= 52%	24/25 Expected Outcomes: Grade 7 = 26% Grade 8 = 23% Grade 11= 61%
SBAC Mathematics: % Standard Met or Exceed (CAASPP 2023)	2023/24 Grade 7 = 8% +4% from 22/23 Grade 8 = 4% +/- 1 from 22/23 Grade 11=7% -4% from 22/23 2022/2023 Grade 7 = 4% Grade 8 = 5% Grade 11 = 11% 2021-2022 Grade 7= 9% Grade 8= 5% Grade 11= 13%	24/25 Expected Outcomes Grade 7 = 14% Grade 8 = 10% Grade 13= 17%
ELA Indicator Schoolwide (CA School Dashboard)2023	2024 Actual Outcome-- All Students 83 ptsBelow Standard - 16.6 **ATSI School Eligible * English Learners = -111.3 points below standard met Socioeconomically Disadvantaged = -85.9 points below standard met Students with Disabilities = -127.1points below standard met African American = -111.5 points below standard met Hispanic =- 78.5 points below the standard White+ = -80.3 pts below the standard	24/25 Goal 10pts closer to the Distance from Standard All Students = --73 pts points below standard met English Learners = -100 points below standard met Socioeconomically Disadvantaged = -75points below standard met Students with Disabilities = -117 points below standard met African American =- 100 points below the standard met Hispanic =-68 points below the standard White = -70 pts below standard
Math Indicator Schoolwide (CA School Dashboard) 2023	2024 Actual Outcome All Students -142.3 Below Standard ATSI Eligible School Students with Disabilities = -172.7 points below standard met African American = -164.2 points below standard met Hispanic = -141 points below the standard	24/25 Goal 10pts closer to the Distance from Standard --All Students = -132 points below standard met Students with Disabilities = -162.7 points below standard met African American = -154.2 points below standard met Hispanic = -131 points below the standard

		English Learners =-157.4 pts below standard LTELs =-175.2 pts below standard SED=-145.3 pst below standard	English Learners =-147.4 pts below standard LTELs =-165.2 pts below standard SED=-135.3 pst below standard
Science- CAST		23/24 Grade 8= 4% -4% Grade 11= 21% +5% 2022/2023 Grade 8= 8% +/-0 Grade 11= 16% +9% 2021-2022 8th Grade 8% 11th Grade 7%	24/25 Expected Outcomes 8th Grade =10% 11th Grade = 26%
A-G Completion Rate		23/24 A-G 38% Hispanic 38.9% AA 37.5% SED 37% EL 20% CCGI 29.5% prepared Hispanic 31.4% SED 29.5% 22/23 A-G 14/56=25%	24/25 A-G 48% Hispanic 48.9% AA 47.5% SED 47% EL 30% CCGI 35.5% prepared Hispanic 35.4% SED 34.5%
ELPI		2023-2024 Actual Outcomes 31.9% +/-1% 27.1% decrease at least one level 41.4% maintained levels 1, 2, 3 1.1% maintained level 4 30.4% progressed at least one level. LTELs- 30.1% making progress	2024/2025 Expected Outcomes 36% +/-1% 22% decrease at least one level 35% progressed at least one level.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Lakeview Leadership Academy (LLA) is committed to increasing student achievement across several key metrics, including the CAASPP, CAST, English Learner (EL) reclassification, A-G completion rate, and the percentage of students making progress toward English Language Acquisition. To achieve these goals, we will enhance our implementation of AVID and AVID tutors, hire an additional Bilingual Assistant, and provide professional development opportunities for staff. We will also facilitate peer observations among teachers and utilize model teachers to enhance collaborative instructional practices. Continuous	It is a schoolwide strategy with specific attention paid to the following subgroups: English Learners, Homeless, Foster Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White. (ATSI School Eligible)	12000 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers for teachers attending Professional Development and Peer observations. ILT, AVID planning time 40900 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	PLC collaboration among staff will be essential for assessing and analyzing programs and student achievement data. This collaboration will inform instruction, identify skill and knowledge gaps, modify initial teaching strategies, and provide targeted interventions through dedicated data release days. The Instructional Leadership Team (ILT), along with PBIS and targeted EL teachers, will regularly convene to disaggregate data and conduct needs assessments, ensuring the success and improvement of our programs. LCAP Goal 704E		5000-5999: Services And Other Operating Expenditures Cost of training, PD, lodging, flight, travel, meals- AVID, ACSA academies/conferences, CAASA conferences, District Planning Committees, NGSS and NTSA workshops, Special Education Conferences, SELPA workshops, RCOE/SBCSS teacher training, CFLTA/EFLA Foreign Language workshops, History conferences, VPA conferences, AP and other PD that may support ELA, Math, Science, A-G, CTE 30000 Title I 2000-2999: Classified Personnel Salaries AVID tutors salaries 25000 Title I 1000-1999: Certificated Personnel Salaries AVID 1/7th to support growing AVID program 100000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Cost for Professional Learning opportunities to support Math, ELA, and EL academic achievement, including flight, hotels, mileage, and registration. 35000 Equity multiplier 2000-2999: Classified Personnel Salaries Salary, additional bilingual assistant
1.2	Purchase supplemental materials to improve math, ELA, and Science instruction to improve student academic performance and success in all classes. Purchase/maintain technology and software to increase student/teacher access to district-adopted curriculum aligned to the California State Standards.	It is a schoolwide strategy for all learners	20000 Title I 5000-5999: Services And Other Operating Expenditures Digital online supplemental instructional resources included but not limited to WeVideo, Lexia, Mobimax, Kami, Brain Pop, Flocabulary,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Increase student academic engagement by increasing access to college/career exploration programs for ALL students LCAP Goal 707E		Turnitin.com, .Deltamath, Gizmos, Generation Genious, Peardeck etc 75000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Purchase web-based/online data collection platforms to collect data and integrate the data collection with instructional resources to reteach identified skills. ie NWEA, IXL, Achieve 3000, etc
1.3	LLA will continue its RTI model with the addition of before and after school tutoring for students identified in the RED on the dashboard in Math, ELA, SPED, and EL students not making progress on the CAASPP and ELPAC, by creating math and literacy academic support labs during the school day. LLA will provide release time for the SPED department chair to be released during her prep to support SPED teachers and students. LCAP Goal 707E	AA, Hispanic, White, SED, EL, SWD	95023 Equity multiplier 1000-1999: Certificated Personnel Salaries Certificated teachers to teach on their prep, part-time intervention teachers to support RTI and tutoring during the school day, support SPED .
1.4	Data release time for Math, ELA and EL teachers to analyze achievement data and develop skill gaps lessons to meet the needs of students in the "RED." Teachers will use a data collection platform to collect, analyze, and create lessons based on skill gaps. LCAP Goal 703 E	AA, Hispanic White, SED, EL	35000 Equity multiplier 1000-1999: Certificated Personnel Salaries Extra Duty, Release time and sub coverage for Data release days.
1.5	LLA will use a part-time counselor, data coach, and intervention Assistant Principal to increase A-G, SST follow up, and school connectedness support teachers and students to increase academic and SBAC growth. LCAP Goal 703 E	AA, Hispanic, White, SED, EL	25000 Equity multiplier 1000-1999: Certificated Personnel Salaries Certificated teachers working prep to collect and analyze data 50000 Equity multiplier 1000-1999: Certificated Personnel Salaries Intervention counselor 210000 Equity multiplier 1000-1999: Certificated Personnel Salaries Intervention Assistant Principal
1.6	LLA will provide incentives, academic recognition and reinforcement for student growth and creating a college/career going culture. LCAP Goal 708 E	AA, Hispanic, SWD, EL, White	20000 Equity multiplier 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			recognition, supplies for academic growth

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

LLA made a concerted effort to give IABs to students in each testing grade. The intential focus allowed teachers to plan and reteach lessons based on student need and identified skills gaps. LLA teachers were an active part of the PLC process, to that end teams developed SMART GOALs, the school created a new mission and vision statement, more emphasis was placed on data driven outcomes.

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

The major differences included 16 new teachers, most to core subjects and 7th grade specifically.

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.

A major change to this goal will be the addition of Response to Intervention opportuntities during the school day using EM funds. This can be found in Goal 1--(Solution Tree, Writing coach,)

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.

Increase Equitable Practices-- Student engagement/Absenteeism
Decrease chronic absenteeism across all groups and grade levels by 3%.
Increase student engagement and connectedness as measured by the Fall and Spring Panorama survey

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal #3 The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

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

CDE Dashboard- Chronic Absenteeism
All students 28.6%
8 students in the Red - decreased attendance
1 student in Orange

Panorama Data Suggest:
Spring Panorama 25 Data:
45% of students have a good teacher-student relationship;
44% of students feel a sense of belonging
49% of students feel they have knowledge and fairness of discipline, rules, and norms
58% feel safe

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
CDE Dashboard	2023-2024-: 28.6% for all students	24/25 25% all students
CDE Dashboard	2023-2024-African American 43.6%	24/25-- African American 40%
CDE Dashboard	2023-2024 EL-23%; LTEL-24.3%	24/25 EL 19% and LTEL 20%
CDE Dashboard	23/24 African American 23.3%	24/25-- African American 40%
CDE Dashboard	23/24- Homeless- 54.8%	24/25-- Homeless 40%
CDE Dashboard	23/24 - Two More Races- 37.8%	24/25--Two or More Races 40%
CDE Dashboard	23/24- SED 28.6%	24/25-- SED 40%
CDE Dashboard	23/24- White 31.3%	24/25--White 26%

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	To enhance student engagement and attendance, Lakeview Leadership Academy (LLA) will implement a variety of instructional programs that offer an engaging curriculum, including study trips and social-emotional learning initiatives aimed at building positive self-esteem. Both staff and students will have access to professional and student development resources focused on social and emotional learning, trauma-informed teaching, equity and inclusion, restorative practices, and supporting students from low-income backgrounds and students of color. The PBIS team will continue to meet regularly to refine, implement, and analyze data to ensure the effective operation of a multi-tiered system of support across the school. Additionally, LLA will improve student attendance and parent communication by utilizing technology to track and collect positive incentive points for students.	It is a schoolwide strategy with particular attention paid to the following subgroups: English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic. Data will determine the appropriateness of these subgroups being included.	5000 Title I 1000-1999: Certificated Personnel Salaries PBIS planning time, extra duty 7500 Title I 4000-4999: Books And Supplies Supplies, software to support schoolwide implementation of MTSS 15000 Title I 5000-5999: Services And Other Operating Expenditures Cost for transportaton, entry fees and other expenses to support PBIS and student recognition
2.2	LLA will increase student engagement to decrease chronic absenteeism by implementing Targeted Behavior Academies during the school delivered by a certificated teacher working on her prep to increase connected, SEL, motivation, organization, and increasing the college-going culture school-wide. We will continue to work towards becoming AVID Schoolwide, through incentives, college/university/career exploration, and additional classroom resources.	All students	15000 Equity multiplier 4000-4999: Books And Supplies Sudent recognition, supplies 26000 Equity multiplier 1000-1999: Certificated Personnel Salaries Teacher working on Prep
2.3	Provide mentoring opportunities for targeted groups to increase Equitable practices; school connectedness, college transition, attendance.	All students with a specific focus on AA, Hispanic, Two/more races, SED, White	57792 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Consultant contracts; community partners

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, LLA has increased PBIS incentives, intentional use of TFI(PBIS) indicators to create a positive school culture and environment where students want to come to school. Unity Camp and Unity Forums became an integral extrension to LLA to support student/staff understanding of the pyramid of HATE

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

LLA experienced an increase to chronic abseeteism which contributes to students not feeling connected to school. LLA was not able to create a stand alone wellness center due to cost of a new portable.

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.

LLA will continue to increase MTSS understanding and Tiered Systems to support student behaviorly, academically and with their attendance. As a part of MTSS, a certificated will support students daily with Targeted Behaviors Goals to increase connectedness and with targeted lessons. Goal 2.2

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.

Increase Equitable Practices-- Conditions and Climate, Suspension Rate
Lakeview Leadership Academy will decrease its suspension rate by 5% for all students and student groups in the RED, as measured by CDE dashboard data
Increase the percent of students who feel safe and have knowledge of discipline, rules and norms as measured by the Fall and Spring Panorama survey

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Internal Suspension Data 23/24
284 total suspension down from 386
7th/8th grade - account for 264 down from 349 suspensions (93%)
189 different students were suspended at least once-- down from 241
54.2%-AA students account for suspensions (156/284)
75%% of Students with disabilities account for suspensions (213/284)
4.7% of EL students suspended (7/148)
2.4% of Foster Youth were suspended at least once (7/284)
24.5% of Hispanic students account for suspensions (98/284)
6% of White students account for suspensions (17/284)
197 suspensions for fighting or assault
11 Expellable offense suspensions
16 different EdCodes violated

Data from the Spring 25 Panorama Data indicate the following school connectedness areas were surveyed:
Knowledge and fairness of Discipline, Rules, and Norms 61% 49% -12% from 2024
Safety 58% +5 from 2024

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
Suspension Rate Calculation - 2024 Dashboard	2023-2024: All Students 16.2% suspended at least once RED	10% suspended at least once for all students
1) Suspension Rate Calculation -	2023-2024: Long Term English Learners 10.9% suspended at least once RED	6% suspended at least once for Long Term English Learners
2) Suspension Rate Calculation -	2023-2024 : AA 34.9% suspended at least once RED	29% suspended at least once-

		2022-2023 - African American 33.9% suspendend at lease once- RED 2021-2022: African American 28.9% suspended at least once	
3) Suspension Rate Calculation -		2023-2024: SWD-20.9% suspended at least once RED	15% suspended at least once
4) Suspension Rate Calculation -		2023-2024- Homeless suspended at least once 30%	25% suspended at least once
5) Suspension Rate Calculation		2023-2024- Two/more races 27.1% suspended at least once-Orange	22% suspended at least once.
6) Suspension Rate Calculation -		2023-2024: White-12.3% suspended at least once ORANGE	11% suspended at least once

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	To decrease suspension rates and foster a positive school climate, Lakeview Leadership Academy (LLA) will continue to provide Social Emotional Learning (SEL) and replacement behavior support aligned with school expectations. We plan to enhance our support during the school day by contracting with outside agencies to add a Board Certified Behavior Analyst (BCBA), a behavioral therapist, and community partners who will assist students in developing positive behaviors and mentoring. Additionally, we will provide professional development for both students and staff to address the primary causes of suspensions, which frequently involve fights or drug use/possession. These initiatives aim to create a supportive environment that promotes student success and reduces disciplinary actions. LCAP Goal 704E	All student groups, with special attention being addressed for our African American, LTELs, two/more races, SWD.	40000 Title I 5800: Professional/Consulting Services And Operating Expenditures Boys/Girls mentoring groups (Tier II) 190000 Equity multiplier 2000-2999: Classified Personnel Salaries BCBA 50000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Professional development and contracts opportunities for staff and students
3.2	We will continue implementing Positive Behavioral Interventions and Supports (PBIS) and the Multi-Tiered System of Supports (MTSS) by providing and supporting opportunities for professional development for staff and students, on restorative justice practices and other research-based behavioral strategies and Resources to rebrand the school mascot with updated and visible logos to create visually safe spaces. LCAP Goal 701E	All student groups, with special attention being addressed for our African American, LTELS, two/more races, SWD.	3203 Title I 5000-5999: Services And Other Operating Expenditures Professional staff learning opportunities specific to MTSS/ PBIS; to include travel, registrations, mileage. 20000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Professional development opportunities for staff and students on researched inclusion learning to include travel, registrations, and mileage

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			59000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Supplies to develop and implement Unity and rebrand the mascot -- schoolwide rebrand
3.4	Parent Involvement resources will be provided to increase parental participation through, refreshments, workshops.	All student groups, with special attention being addressed for our African American and Students with Disabilities.	2633 Title I 5800: Professional/Consulting Services And Operating Expenditures Parent involvement PD opportunities 3700 Title I 5000-5999: Services And Other Operating Expenditures Purchase order for light refreshments for parent meetings
3.5	Continue to implement the Unity Program to support student SEL and behavioral development. The Unity program fosters relationship-building between staff and students and provides time for professional and student development opportunities to be coordinated. The Unity program offers outside camp opportunities for team building, school culture, and leadership opportunities. Provide supplies for the development and implementation of Unity and an on-site Unity coordinator. LCAP Goals 701E, 704E, 710E	All student groups, with special attention being addressed for our African American, LTELs, two/more races, SWD.	65000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Contracts for student camp-Unity Camp 40000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Transportation and mileage for ex. Unity Camp, CADA, and other student leadership/empowerment opportunities 6000 Equity multiplier 1000-1999: Certificated Personnel Salaries Extra Duty Unity Coordinator

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

LLA plans to address the suspension rate through increased schoolwide usage of PBIS and AVID.

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

There were no major changes to between the intended implementationa and/or the budgeted expenditures.

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

Major changes will be addition of Unity- A program designed to create an avenue to share our differences as a means to understand each other.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.5			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

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	$204,936.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,378,751.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$204,936.00

Subtotal of additional federal funds included for this school: $204,936.00

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

State or Local Programs	Allocation ($)
Equity multiplier	$1,173,815.00

Subtotal of state or local funds included for this school: $1,173,815.00

Total of federal, state, and/or local funds for this school: $1,378,751.00

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
After School and Education Safety (ASES)	130,797.00	130,797.00
Title I	425,602.00	220,666.00

Expenditures by Funding Source

Funding Source	Amount
Equity multiplier	1,173,815.00
Title I	204,936.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	489,023.00
2000-2999: Classified Personnel Salaries	255,000.00
4000-4999: Books And Supplies	42,500.00
5000-5999: Services And Other Operating Expenditures	317,803.00
5800: Professional/Consulting Services And Operating Expenditures	274,425.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity multiplier	447,023.00
2000-2999: Classified Personnel Salaries	Equity multiplier	225,000.00
4000-4999: Books And Supplies	Equity multiplier	35,000.00
5000-5999: Services And Other Operating Expenditures	Equity multiplier	235,000.00
5800: Professional/Consulting Services And Operating Expenditures	Equity multiplier	231,792.00
1000-1999: Certificated Personnel Salaries	Title I	42,000.00
2000-2999: Classified Personnel Salaries	Title I	30,000.00

4000-4999: Books And Supplies	Title I	7,500.00
5000-5999: Services And Other Operating Expenditures	Title I	82,803.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	42,633.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	772,923.00
Goal 2	126,292.00
Goal 3	479,536.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

3 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Felicia Limbrick	Principal
Deidra Edwards	Other School Staff
Jason Olmstead	Other School Staff
Roosevelt Cook	Classroom Teacher
Cynthia Gemel	Classroom Teacher
Madelyn Chavez	Other School Staff
Laverne Scrivens	Parent or Community Member
Tameka Ponce	Parent or Community Member
Angelo Mikalinis	Parent or Community Member / Secondary Student
Parker Rockcole	Secondary Student
Benjamin Jackson	Secondary Student

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
	Departmental Advisory Committee
	Other: 1. SSC parent signature -

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

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

This SPSA was adopted by the SSC at a public meeting on 5/1/2025.

Attested:

	Principal, Felicia Limbrick on 5/1/2025
	SSC Chairperson, Dr. Deidra Edwards on 5/1/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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