



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Posas Elementary School	56-72553-6055438	December 18, 2025	January 15, 2026

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

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

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

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

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

## Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

The Las Posas Elementary School goals and actions for 2025-2026 align with the Pleasant Valley School District LCAP and Federal addendum.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

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

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

Parents and community members are invited to attend all School Site Council meetings to give input into our school program. Our site ELAC committee meets at least 4 times during the year to discuss the ongoing needs of EL students and ways to best support these students on our campus. ELAC members provide specific input into the development of our SPSA as the principal shares the results and resources made / available for EL students. Our School Site Council also provides input and feedback based upon data and needs surveys completed in the spring of the prior year, to support student success in our ELA and mathematics instruction and school connectedness. Our staff members regularly examine the effectiveness of our intervention support programs, and also agreed with the proposed goals in the 2025-26 SPSA, focusing on providing a greater intervention for our students who need additional support in ELA and mathematics.

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

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

For the 2025-26 school year, Las Posas does not have any resource inequities indicated in the outlined three areas.

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

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

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

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

LPS does NOT have an indicator on the California School Dashboard in the red, orange or yellow performance category.

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

LPS is a BLUE indicator on the California School Dashboard for "all students" performance and ORANGE for two or more races in chronic absenteeism.

### Other Needs

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

Although English Learner Progress is not a measured indicator on the CA School Dashboard due to LPS' low measurable population, LPS recognizes that this group of learners is always a main focus of improvement.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	9.21%	10.64%	10.55%	42	48	48
Asian	2.63%	2.66%	1.98%	12	12	9
Filipino	6.58%	5.99%	7.03%	30	27	32
Hispanic/Latino	41.23%	43.02%	45.27%	188	194	206
Pacific Islander	0.22%	0.44%	1.98%	1	2	9
White	31.36%	28.38%	26.37%	143	128	120
Two or More Races	8.77%	8.87%	6.81%	40	40	31
Not Reported	0%	%	%	0		
<b>Total Enrollment</b>				456	451	455

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			40
Kindergarten	103	68	73
Grade 1	71	72	74
Grade 2	72	75	70
Grade 3	62	66	73
Grade 4	75	65	61
Grade 5	73	67	64
<b>Total Enrollment</b>	456	451	455

#### Conclusions based on this data:

1. Las Posas typically experiences some degree of mobility with regards to the military families that attend our school. Most of our military families typically experience re-assignment once every two to three years, and historically, this has been a factor in our enrollment fluctuation.
2. The Las Posas overall enrollment has remained consistent: 427 (20-21), 432 (21-22), 456 (22-23), 451 (23-24), 455 (24-25).

3. The Las Posas Hispanic / Latino student group is our largest student group - 45.27%. This is an increase of 2.25% from the prior year. White (26.37%, a decrease by 2%) and African American (10.55%, an increase by .09%) are next two largest subgroups.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	33	35	32	7.2%	7.8%	7.0%
Fluent English Proficient (FEP)	14	13	13	3.1%	2.9%	2.9%
Reclassified Fluent English Proficient (RFEP)	1			3%		

### Conclusions based on this data:

1. Nine percent of English Learners were reclassified in the 24-25 school year. LPS will continue to incorporate staff development in the areas of designated and integrated ELD.
2. The number of FEP students remained consistent compared to the previous year, 2.9% to 2.9%.
3. The percentage of EL students remained consistent compared to the past year, from 7.8 to 7.0%.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	65	72	61	65	69	61	65	69	95.3	100	95.8
Grade 4	75	69	65	75	68	64	75	68	64	100.0	98.6	98.5
Grade 5	66	68	63	63	68	63	63	68	63	95.5	100	100
All Grades	205	202	200	199	201	196	199	201	196	97.1	99.5	98

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2450.	2460.	2469.	32.79	35.38	36.23	27.87	29.23	30.43	24.59	23.08	23.19	14.75	12.31	10.14
Grade 4	2466.	2465.	2489.	30.67	23.53	37.50	21.33	22.06	18.75	20.00	27.94	20.31	28.00	26.47	23.44
Grade 5	2525.	2523.	2520.	26.98	30.88	26.98	31.75	25.00	31.75	28.57	20.59	17.46	12.70	23.53	23.81
All Grades	N/A	N/A	N/A	30.15	29.85	33.67	26.63	25.37	27.04	24.12	23.88	20.41	19.10	20.90	18.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.87	23.08	26.09	57.38	67.69	71.01	14.75	9.23	2.90
Grade 4	17.33	17.65	20.31	62.67	64.71	67.19	20.00	17.65	12.50
Grade 5	14.29	27.94	22.22	79.37	57.35	58.73	6.35	14.71	19.05
All Grades	19.60	22.89	22.96	66.33	63.18	65.82	14.07	13.93	11.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.23	24.62	27.54	60.66	64.62	59.42	13.11	10.77	13.04
Grade 4	9.33	16.18	23.44	66.67	60.29	59.38	24.00	23.53	17.19
Grade 5	30.16	27.94	22.22	53.97	52.94	65.08	15.87	19.12	12.70
All Grades	21.11	22.89	24.49	60.80	59.20	61.22	18.09	17.91	14.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.11	10.77	13.04	73.77	76.92	72.46	13.11	12.31	14.49
Grade 4	16.00	5.88	17.19	70.67	82.35	71.88	13.33	11.76	10.94
Grade 5	22.22	19.12	11.11	65.08	69.12	79.37	12.70	11.76	9.52
All Grades	17.09	11.94	13.78	69.85	76.12	74.49	13.07	11.94	11.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.95	21.54	26.09	59.02	67.69	68.12	18.03	10.77	5.80
Grade 4	12.00	13.24	10.94	70.67	67.65	79.69	17.33	19.12	9.38
Grade 5	14.29	17.65	25.40	79.37	75.00	60.32	6.35	7.35	14.29
All Grades	16.08	17.41	20.92	69.85	70.15	69.39	14.07	12.44	9.69

**Conclusions based on this data:**

1. Analysis of overall achievement for all students in ELA indicates that the percentage of standards exceeded and met INCREASED from 55.22% to 60.71% AND the percentage of standards nearly met and not met DECREASED from 44.78% to 39.29%.
2. The following are our English Language Arts instructional goals for 2025-26 based on the data analysis.
  - a. Students will be able to produce clear and purposeful writing.
  - b. Students will be able to answer text-directed questions citing evidence from the text(s).
  - c. Students will be instructed in and use of Close Reading strategies.
  - d. Teachers and students will have access to and use more non-fiction texts.
3. In addition, students will have access to specific technology and applications, providing additional opportunities to build greater writing stamina, as well as compose answers on the computer and improve written communication skills. AVID strategies that center on writing in all areas of the curriculum will be a focus.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	65	72	63	65	70	63	65	70	98.4	100	97.2
Grade 4	75	69	65	75	68	64	75	68	64	100.0	98.6	98.5
Grade 5	66	68	63	63	68	63	63	68	63	95.5	100	100
All Grades	205	202	200	201	201	197	201	201	197	98.0	99.5	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2467.	2479.	2476.	28.57	41.54	34.29	34.92	29.23	45.71	25.40	18.46	10.00	11.11	10.77	10.00
Grade 4	2484.	2489.	2501.	22.67	23.53	28.13	28.00	29.41	34.38	32.00	32.35	25.00	17.33	14.71	12.50
Grade 5	2509.	2499.	2525.	19.05	22.06	25.40	25.40	20.59	26.98	30.16	25.00	26.98	25.40	32.35	20.63
Grade 11															
All Grades	N/A	N/A	N/A	23.38	28.86	29.44	29.35	26.37	36.04	29.35	25.37	20.30	17.91	19.40	14.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.44	58.46	52.86	46.03	32.31	40.00	9.52	9.23	7.14
Grade 4	29.33	36.76	42.19	50.67	44.12	50.00	20.00	19.12	7.81
Grade 5	22.22	19.12	33.33	57.14	45.59	49.21	20.63	35.29	17.46
Grade 11									
All Grades	31.84	37.81	43.15	51.24	40.80	46.19	16.92	21.39	10.66

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.16	35.38	31.43	60.32	46.15	58.57	9.52	18.46	10.00
Grade 4	17.33	25.00	21.88	61.33	52.94	57.81	21.33	22.06	20.31
Grade 5	19.05	16.18	19.05	53.97	54.41	60.32	26.98	29.41	20.63
All Grades	21.89	25.37	24.37	58.71	51.24	58.88	19.40	23.38	16.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.81	35.38	31.43	68.25	55.38	57.14	7.94	9.23	11.43
Grade 4	18.67	20.59	31.25	56.00	61.76	56.25	25.33	17.65	12.50
Grade 5	12.70	19.12	11.11	66.67	52.94	69.84	20.63	27.94	19.05
All Grades	18.41	24.88	24.87	63.18	56.72	60.91	18.41	18.41	14.21

**Conclusions based on this data:**

- Analysis of overall achievement for all students in mathematics indicates that the percentage of standards exceeded and met INCREASED from 55.23% to 65.30% AND the percentage of standards nearly met and not met DECREASED from 44.77% to 34.51%.
- The following are our instructional goals in mathematics for the 2024-25 school year based on data analysis:
  - Instruction will focus on more mathematical understanding of concepts and procedures primarily using Standards of Mathematical Practices 5 through 8.
  - Students will be required to explain and communicate their mathematical reasoning.
  - Students will master the expected grade level computation skills (Claim 1: Concepts and Procedures)
  - Teachers will work with the students closely to build student confidence in the area of math.
- In addition, students will have greater access to specific math programs and small group instruction, as well as added opportunities to build mathematical skills, both during the school day and after school. AVID strategies that center on mathematical writing will be a focus.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	8	9	7
1	*	*	*	*	*	*	*	*	*	7	6	5
2	*	*	*	*	*	*	*	*	*	4	5	5
3	*	*	*	*	*	*	*	*	*	9	4	6
4	*	*	*	*	*	*	*	*	*	*	6	4
5	*	*	*	*	*	*	*	*	*	4	*	5
All Grades										35	33	32

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.14	21.21	15.63	34.29	36.36	37.50	34.29	36.36	28.13	14.29	6.06	18.75	35	33	32

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.86	39.39	21.88	40.00	36.36	46.88	31.43	15.15	15.63	5.71	9.09	15.63	35	33	32

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.71	6.06	6.25	34.29	39.39	37.50	40.00	42.42	28.13	20.00	12.12	28.13	35	33	32

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	15.15	21.88	62.86	75.76	65.63	17.14	9.09	12.50	35	33	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.29	51.52	31.25	61.76	36.36	50.00	2.94	12.12	18.75	34	33	32

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.57	9.09	6.25	57.14	72.73	50.00	34.29	18.18	43.75	35	33	32

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	24.24	25.00	74.29	66.67	56.25	11.43	9.09	18.75	35	33	32

**Conclusions based on this data:**

1. The percent of students who scored "Well-Developed" in writing increased from 24.24% to 25.00%.
2. The number of students who took the ELPAC from 2020-21 to 2024-25 has remained somewhat consistent: 36 students (20-21), 31 students (21-22), 35 students (22-23), 33 students (23-24), 32 students (24-25) tested.
3. The number of students in Level 3 and Level 4 (Overall) from 23-24 to 24-25 decreased from 57.57% to 53.13%.



# School and Student Performance Data

## Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
455	48.8%	7%	0.7%
Total Number of Students enrolled in Las Posas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	7%
Foster Youth	3	0.7%
Homeless	6	1.3%
Socioeconomically Disadvantaged	222	48.8%
Students with Disabilities	51	11.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	10.5%
American Indian	0	0.0%
Asian	9	2%
Filipino	32	7%
Hispanic	206	45.3%
Two or More Races	31	6.8%
Pacific Islander	9	2%
White	120	26.4%

### Conclusions based on this data:

1. Total Enrollment for school year 2024-2025 slightly increased from 451 to 455 students in 2024-2025.

2. LPS three most significant student groups based upon ethnicity are: Hispanic 45.3% (4.1% increase), White 26.4% (decrease 5%) and African American 10.5% (increase 1.3%).
3. LPS most significant student groups based upon categories are: Socioeconomically disadvantaged 48.8% (8.7% increase), Students with Disabilities 11.2% (remained consistent), and English Learners 7% (remained consistent).

# School and Student Performance Data

## Overall Performance






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### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

- Chronic Absenteeism was a primary focus at LPS. Chronic Absenteeism DECLINED 8.1% and is ranked in the BLUE range. A continued focus for this year will be placed on: parent education regarding the importance of attendance, incentivizing improved attendance, utilizing independent studies, and utilizing the SARB process (with a targeted focus for students with disabilities, EL, Hispanic, 2 or more races, socioeconomically disadvantaged, White).

2. Suspension Rate was a primary focus at LPS. Suspension Rate DECLINED 0.4% and is ranked in the GREEN range. A continued focus for this year will be placed on: inclusive practices, restorative practices and community building parent education (with a targeted focus for 2 or more races, White, socioeconomically disadvantaged, students with disabilities).
3. ELA and Mathematics are always a focus at LPS. ELA INCREASED 9.5 points and Mathematics INCREASED 13.7 points, and are both ranked in the GREEN range. A continued focus will be placed on: staff development towards providing a guaranteed and viable curriculum, fidelity to the adopted curriculum, and data analysis drives instruction and resources provided.

# School and Student Performance Data

## Academic Performance English Language Arts

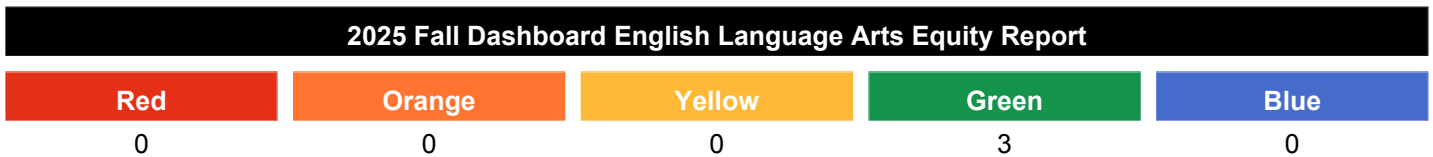
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>26 points above standard</p> <p>Increased 9.5 points</p> <p>180 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0.1 points above standard</p> <p>Increased 19.4 points</p> <p>17 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>13.6 points above standard</p> <p>Increased 10.3 points</p> <p>94 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>24.8 points below standard</p> <p>Increased 23.2 points</p> <p>26 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>19.5 points above standard</p> <p>Increased 9.9 points</p> <p>23 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>46.1 points above standard</p> <p>11 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>23.2 points above standard</p> <p>Increased 6.6 points</p> <p>77 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>64 points above standard</p> <p>Increased 68.9 points</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>16.8 points above standard</p> <p>Declined 4.7 points</p> <p>49 Students</p>

**Conclusions based on this data:**

1. Overall in English Language Arts, all students ranked GREEN / performance level (26 points above standard) in the status levels. LPS INCREASED 9.5 points.
2. Of LPS' two largest significant student groups: White students ranked GREEN (16.8 points above standard / DECREASED 4.7 points) and Hispanic students ranked GREEN (23.2 points above standard / INCREASED 6.6 points).
3. LPS' largest student group Socioeconomically Disadvantaged ranked GREEN (13.6 points above standard / INCREASED 10.3 points).

# School and Student Performance Data

## Academic Performance Mathematics

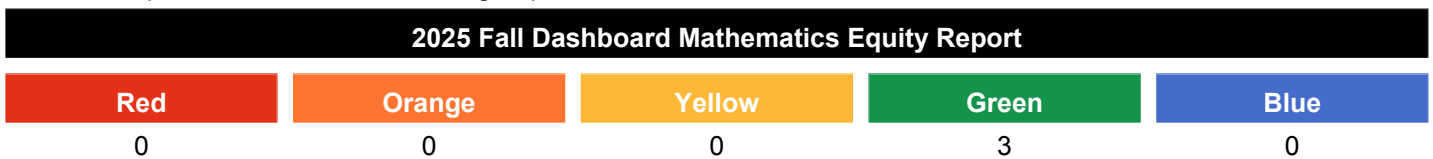
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>22.2 points above standard</p> <p>Increased 13.7 points</p> <p>181 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>3.2 points below standard</p> <p>Increased 38 points</p> <p>18 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>7.7 points above standard</p> <p>Increased 13.1 points</p> <p>95 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>14.1 points below standard</p> <p>Increased 28.3 points</p> <p>26 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>4.3 points above standard</p> <p>Declined 17.2 points</p> <p>23 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>53.5 points above standard</p> <p>11 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>7 points above standard</p> <p>Maintained 2.3 points</p> <p>77 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>76.5 points above standard</p> <p>Increased 65.3 points</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>21.3 points above standard</p> <p>Increased 11.7 points</p> <p>49 Students</p>

**Conclusions based on this data:**

- Overall in Mathematics, all students ranked GREEN (22.2 points above standard / INCREASED 13.7%) in the status levels.
- Of LPS' two largest significant student groups: White students ranked GREEN (21.3 points above standard / INCREASED 11.7 points) and Hispanic students ranked GREEN (7 points above standard / MAINTAINED 2.3 points). African American students DECREASED 17.2 points.
- LPS' largest student group Socioeconomically Disadvantaged ranked GREEN (7.7 points above standard / INCREASED 13.1 points).

# School and Student Performance Data

## Academic Performance Science

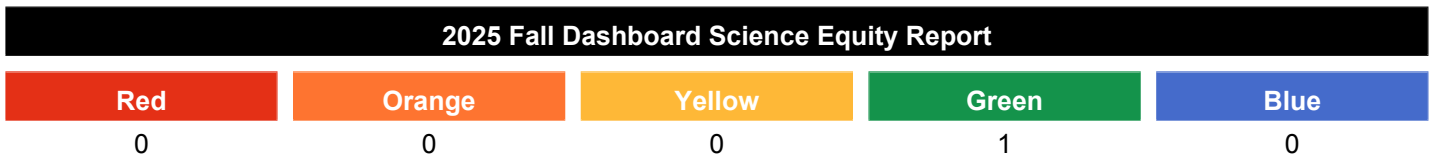
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>57.3 science points</p> <p>Increased 4.2 points</p> <p>58 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>52.2 science points</p> <p>Increased 4.2 points</p> <p>32 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 58.6 science points Increased 5.2 points 25 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color 52.7 science points Maintained -0.9 points 16 Students</p>

**Conclusions based on this data:**

1. Overall in Science, all students ranked GREEN (57.3 science points / INCREASED 4.2%) in the status levels.
2. While no performance color was assigned for LPS' two largest significant student groups: White students (52.7 science points / MAINTAINED -0.9 points) and Hispanic students (58.6 science points / INCREASED 5.2 points).
3. LPS' largest student group Socioeconomically Disadvantaged ranked GREEN (52.2 science points / INCREASED 4.2 points).

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 31.8 making progress. Number Students: 22 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
22.7%	45.5%	0%	31.8%

### Conclusions based on this data:

1. The overall number of English Learner student tested was relatively similar from 24 students (22-23), 23 (23-24), to 22 students (24-25).
2. Of the 22 English Learner students tested, 31.8% are making progress towards English language proficiency.
3. Of the 22 English Learner student tested, DECREASED 29.1%.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Blue 4.2% Chronically Absent Declined 8.1 502 Students	<b>English Learners</b>  Green 7.7% Chronically Absent Declined 8.5 39 Students	<b>Long-Term English Learners</b>
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	<b>Homeless</b>  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	<b>Socioeconomically Disadvantaged</b>  Green 5.8% Chronically Absent Declined 8.3 259 Students

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>4.3% Chronically Absent</p> <p>Declined 8.6</p> <p>70 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>5.8% Chronically Absent</p> <p>Declined 3.8</p> <p>52 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Declined 10.7</p> <p>14 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>3% Chronically Absent</p> <p>Maintained -0.2</p> <p>33 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>4% Chronically Absent</p> <p>Declined 9.8</p> <p>226 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>11.1% Chronically Absent</p> <p>Increased 4</p> <p>36 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>1.5% Chronically Absent</p> <p>Declined 11.8</p> <p>131 Students</p>

**Conclusions based on this data:**

- Overall Chronic Absenteeism is ranked BLUE for all students with 4.2% Chronically Absent. This DECLINED 8.1%. Additional Targeted Support & Improvement strategies included in Goal 2: Provide a healthful environment where students feel welcomed, safe, and connected.
- Of LPS' largest student groups: White and Hispanic ranked BLUE, English Learners, and Socioeconomically Disadvantaged and African American ranked GREEN.
- Of LPS' largest student categories: Students with Disabilities is ranked GREEN with 4.3% chronically absent. This DECREASED by 8.6%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

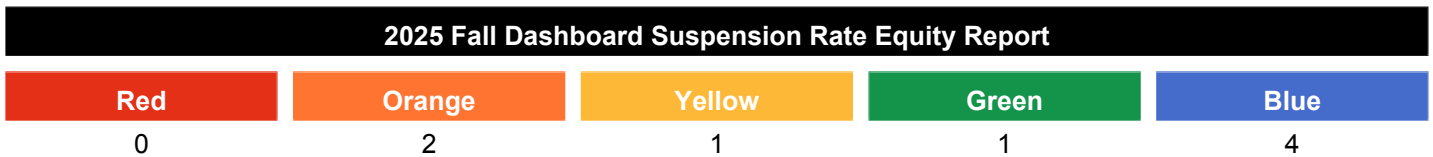
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 0.4%</p> <p>506 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>39 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 0.3%</p> <p>261 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained 0%</p> <p>70 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 2%</p> <p>52 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>33 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>229 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.4%</p> <p>37 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 1.2%</p> <p>131 Students</p>

**Conclusions based on this data:**

1. Overall Suspension Rate is GREEN for all students with 0.8% suspended at least one day. This DECREASED 0.4%.
2. Of LPS' largest student groups: 2 or More Races, Hispanic and English Learners ranked BLUE, White ranked GREEN, Students with Disabilities ranked YELLOW, and Socioeconomically Disadvantaged and African American ranked ORANGE..
3. Of LPS' largest student categories: 2 or More Races (DECREASED 2.4% / 0% suspended at least one day) ranked BLUE, and White (DECREASED 1.2% / 1.5% suspended at least one day) ranked GREEN.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Student Achievement

Use multiple sources of data to improve student achievement.

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

All students need to increase achievement in ELA and Mathematics.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	The CAASPP testing was administered in the spring of 2025. This analysis reflects the most current data available. Grade 3 - 66.66% of all 3th grade students Exceeded or Met standards. This is an INCREASE from 64.61%. Grade 4 - 59.56% of all 4th grade students Exceeded or Met standards. This is a INCREASE from 45.59%. Grade 5 - 58.73% of all 5th grade students Exceeded or Met standards. This is a INCREASE from 55.88%.	For students in grade 3-5, we anticipate at least 3% growth for all grade levels in Meeting or Exceeding standards. This will be due to fidelity to adopted curriculum - 5 days/week, dedicated weekly PLC work focusing on cycles of improvement, support from three Title 1 intervention teachers working with targeted kindergarten - 5th grade students - 4 days/week; all of which will support learning gaps.
CAASPP Mathematics	The CAASPP testing was administered in the spring of 2025. This analysis reflects the most current data available. Grade 3 - 80% of all 3rd grade students Exceeded or Met standards. This is an INCREASE from 70.77%. Grade 4 - 62.51% of all 4th grade students Exceeded or Met standards. This is an INCREASE from 52.94%. Grade 5 - 52.38% of all 5th grade students Exceeded or Met standards. This is an INCREASE from 42.65%.	For students in grade 3-5, we anticipate at least 3% growth for all grade levels in Meeting or Exceeding standards. This will be due to fidelity to adopted curriculum - 5 days/week, dedicated weekly PLC work focusing on cycles of improvement, support from four Title 1 intervention teachers working with targeted kindergarten - 5th grade students - 4 days/week, after school math tutoring for 3rd - 5th grade students - 2 days/week; all of which will support learning gaps.

ELA Benchmark	The ELA Benchmark was administered in the fall of 2025. This analysis reflects the most current data available. 3rd grade ELA Benchmark 1-- Baseline 58% -- LPS will expect a increase of 5% 4th grade ELA Benchmark 1-- Baseline 59% -- LPS will expect a increase of 5% 5th grade ELA Benchmark 1-- Baseline 56% -- LPS will expect a increase of 5%	3rd grade ELA -- LPS will expect an increase of 5% 4th grade ELA -- LPS will expect an increase of 5% 5th grade ELA -- LPS will expect an increase of 5%
Math Benchmark	The Math Benchmark was administered in the fall of 2025. This analysis reflects the most current data available. 3rd grade Math Benchmark 1-- Baseline 67% -- LPS will expect a increase of 5% 4th grade Math Benchmark 1-- Baseline 63% -- LPS will expect a increase of 5% 5th grade Math Benchmark 1-- Baseline 62% -- LPS will expect a increase of 5%	3rd grade -- LPS will expect an increase of 5% 4th grade -- LPS will expect an increase of 5% 5th grade -- LPS will expect an increase of 5%
ELPAC	For 24-25, the ELPAC was administered to 32 students; 53.13% students tested at Level 3 or Level 4 which is an DECREASE from 57.57%.	Increase the percentage of students scoring at Level 3 and Level 4 in the ELPAC assessment.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide additional, targeted intervention in ELA and Math utilizing hourly certificated intervention teachers.	School wide and targeted student groups	55841.00 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide three certificated Title 1 teachers to assist students in grades K-5 during school and after school with individual and small group instruction and tutoring with the goal of increasing student achievement in reading and mathematical understanding. 10109.00 Title I/SWP 3000-3999: Employee Benefits Benefits for Title 1 Certificated Teachers 2000.00

			Donations 4000-4999: Books And Supplies Classroom supplies to support ELA and math 14075.00 Unrestricted 4000-4999: Books And Supplies Classroom supplies to support ELA and math
1.2	Provide professional development opportunities for staff members focused on increasing student achievement and implement strategies from AVID in classrooms.	School wide and targeted student populations	0.00 Title I/SWP 5000-5999: Services And Other Operating Expenditures Payments for AVID Summer Institute and fees. These are now centralized by the district office. 8793.50 Donations 4000-4999: Books And Supplies Additional AVID Classroom Supplies to support all students in grades K-5
1.3	Additional English Language Development support will be provided in small groups facilitated by credentialed hourly teachers.	English Language Learners	0.00 Unrestricted None Specified EL Support to be provided within the Certificated hourly Title 1 Teachers regular group times and WIN Time.
1.4	Provide in school and after school assistance in mathematics with additional tutoring hours utilizing certificated teachers.	School-wide targeted populations	2939.00 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Provide in school and after school tutoring in math targeting student populations in grades 3-5 519.00 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Benefits for tutoring hours
1.6	Provide additional apps with school-wide site licenses for students to access additional in-school and at-home access for practicing skills focused on ELA and mathematics standards.	School-wide targeted populations	0.00 Donations 4000-4999: Books And Supplies PTA donation toward the purchase of apps and/or site licenses for students access to support ELA, Math and language acquisition (BrainPop Jr., Flocabulary and PebbleGo)

1.7	Provide release time for PLCs for data analysis and longitudinal planning	School-wide targeted populations	0.00 Centralized Service 1000-1999: Certificated Personnel Salaries Release time for ELA and Mathematics data analysis and longitudinal planning with PLCs 0.00 Centralized Service 1000-1999: Certificated Personnel Salaries Benefits for release time for PLCs.
1.8	Centralized Support to provide a TOSA 20% staff member focused on increasing student achievement and implement strategies from AVID in classrooms.	School wide and targeted student groups	23306.10 Centralized Service 1000-1999: Certificated Personnel Salaries Additional Targeted Professional Development to support classroom instruction and AVID. 5173.26 Centralized Service 3000-3999: Employee Benefits Benefits for TOSA
1.9	Centralized Support to provide a Coordinator 15% staff member focused on increasing student achievement and implement strategies from AVID in classrooms.	School wide and targeted student groups	8944.11 Centralized Service 1000-1999: Certificated Personnel Salaries Additional Targeted Professional Development to support classroom instruction and AVID. 1985.33 Centralized Service 3000-3999: Employee Benefits Benefits for Director
1.10	Provide release days for staff members to review ELA and math data (Data Days) and plan instruction, groups and resources accordingly.	School wide and targeted student groups	0.00 Centralized Service None Specified WIN Support

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Healthful Environment

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

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Increase in the number of students who feel connected, secure, safe, and welcomed at Las Posas in all grades TK-5. Research indicates that students who are connected emotionally to their school, classmates, and teacher typically experience greater academic and social success.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey or similar metric	2024-25 school year, 56% of our student responses reflect that they feel connected to their school most or all of the time on California Healthy Kids Survey.	LPS would like to see 85% of our student responses reflect that they feel connected to their school most or all of the time using same metric in 2025-26.
School Attendance Data	The 2024-2025 CA Dashboard shows that Las Posas had an overall Chronic Absenteeism Rate of 4.2% or BLUE. This is a DECREASE of 8.1% from the 23-24 school year.	LPS anticipates an overall 2% decrease in our Chronic Absenteeism Rate for the 2025-26 school year based on improved attendance, stronger connectedness and student engagement, and incorporation of Saturday Academy and Independent Study Programs.
Suspension Report	The 2024-25 CA Dashboard shows that Las Posas had an overall Suspension Rate of 0.8% or GREEN. This measure indicates that LPS DECREASED its suspension rate of 0.4% from the 23-24 school year.	Decrease / maintain the Suspension Rate for the 2025-26 school year.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide materials and supplies to support our positive behavioral and attendance programs for all students.	School-wide, special education students and English learners.	645.00 D203 Belongingness Activities 4000-4999: Books And Supplies Provide materials and supplies to support during-school and/or after school athletic programs, PE programs, and art program. 7000.00 Donations 4000-4999: Books And Supplies PTA Contribution towards Field Trips 5000.00 D203 Belongingness Activities 4000-4999: Books And Supplies Provide materials and supplies for incentive programs to recognize students for academic and social-emotional growth (i.e. Student of the Month, Academic Awards/Honor Roll, Promotion) 8044.00 D203 Belongingness Activities 4000-4999: Books And Supplies Provide materials and supplies for students to feel a strong sense of belonging, clubs, incentive programs to recognize students for academics, attendance, and social-emotional growth. The themes will include college awareness materials, student of the month, academic awards, promotion, physical education, music, art, attendance improvement, and classroom-based incentives. 0.00 Unrestricted None Specified Provide structures for staff members to recognize students for academics,

			attendance, and positive behavioral programs. 0.00 D206 Makerspace 4000-4999: Books And Supplies Provide materials to develop school-wide use of the makerspace utilizing project based learning, choice and hands on projects.
<b>2.2</b>	To support students through clubs, activities, and other engaging opportunities facilitated by staff.	School wide and targeted student populations	8000.00 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide students with enrichment opportunities to increase student connectedness (stipends for Track Team, Intramural Sports, Anchored 4 Life, clubs, etc.) 2112.00 D203 Belongingness Activities 3000-3999: Employee Benefits Benefits for certificated salaries 4500.00 Donations 5000-5999: Services And Other Operating Expenditures Donation from PTA to provide three assemblies that focus on school connectedness.
<b>2.3</b>	Increasing student engagement through hands on learning in our Project Lab during instructional time AND Project Lab open / available for students during lunch hours.	All students on campus.	500.00 D206 Makerspace 4000-4999: Books And Supplies Materials for our Project Lab
<b>2.4</b>	Providing weekly incentives for positive behavior through our Caught Being Good Program.	All students on campus	0.00 Donations 4000-4999: Books And Supplies To pay for incentives for our students for their weekly awards.
<b>2.6</b>	Centralized Supports to provide a Parent Liaison 70% staff member focused on increasing parent / student connectedness.	All students on campus.	17653.03 Centralized Service 2000-2999: Classified Personnel Salaries Provide Parent Liaison to assist parents / students in grades TK-5 during school and after school hours with with the goal of increasing parent / student engagement and connectedness.

			6374.51 Centralized Service 3000-3999: Employee Benefits Benefits for Parent Liaison position.
<b>2.7</b>	Centralized Support to provide a Social Worker 20% staff member focused on increasing parent / student social-emotional and physical health.	All students on campus.	18616.99 Centralized Service 1000-1999: Certificated Personnel Salaries Provide Social Worker to provide Tier III supports for parents / students in grades TK-5 during school and after school hours with with the goal of increasing parent / student social-emotional and physical health. 4132.41 Centralized Service 3000-3999: Employee Benefits Benefits for Social Worker position.
<b>2.8</b>	Provide art instruction to increased educational opportunities to improve the social-emotional and physical health of all students.	All students on campus.	34119.25 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Provide TK-5 Dance Instructor for increased educational opportunities to improve the social-emotional and physical health of all students. 16635.16 Prop 28 Arts 3000-3999: Employee Benefits Benefits for Dance Instructor
<b>2.9</b>	Materials and Supplies for art instruction	All students on campus.	12105.00 Prop 28 Arts 4000-4999: Books And Supplies Materials and supplies for Dance Instruction.
<b>2.10</b>	Provide arts instructor for increased educational opportunities to improve the social-emotional and physical health of all students.		11318.72 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Provide 3-5 Ukulele Instructor for increased educational opportunities to improve the social-emotional and physical health of all students. 623.87 Prop 28 Arts 3000-3999: Employee Benefits Benefits for Dance Instructor



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Open and meaningful communication

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

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Membership	PTA Members INCREASED from 81 in 2023-2024 to 101 members in 2024-2025.	100 PTA Members - Increase / maintain the number of parents and staff joining the PTA over the course of the 2025-26 school year.
LPS Comprehensive Needs Assessment	96.3 % of parents agree or strongly agree with this statement: "I am aware of workshops, informational events or family activities offered at my school."	98% Agree or strongly agree with same statement.
ELAC Membership / Attendance	ELAC members / meeting attendees MAINTAINED from and average of 4 in 2023-2024 to an average of 4 member in 2024-2025.	Increase / maintain the number of parents participating in/and attending ELAC over the course of the 2025-26 school year.

### Strategies/Activities

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

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

			<p>Parent Workshops that create opportunities for family involvement aimed at increasing achievement.</p> <p>0.00 Unrestricted 4000-4999: Books And Supplies Math / Science Night; community will be able to participate in culmination of STEM learning from the school year with the purpose of supporting student achievement.</p>
3.2	Improve external communication with all educational partners	All students/families and targeted students/families	<p>0.00 Unrestricted 4000-4999: Books And Supplies Material supplies for hard copy flyers as a means to increase communication (to complement the increased efforts to communicate electronically).</p> <p>0.00 None Specified None Specified Provide families with access to school information via multiple sources (i.e., school/teacher websites, PTA Facebook, Class Dojo, Remind 101, Blackboard Connect, emails, etc.).</p> <p>0.00 None Specified None Specified Continue to provide regular, updated information on school marquee.</p>

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 1

Use multiple sources of data to improve student achievement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	For students in grade 3-5, we anticipate at least 3% growth for all grade levels in Meeting or Exceeding standards. This will be due to fidelity to adopted curriculum - 5 days/week, dedicated weekly PLC work focusing on cycles of improvement, support from three Title 1 intervention teachers working with targeted kindergarten - 5th grade students - 4 days/week; all of which will support learning gaps.	Grade 3 - 66.66% of all 3th grade students Exceeded or Met standards. This is an INCREASE from 64.61%. Grade 4 - 59.56% of all 4th grade students Exceeded or Met standards. This is a INCREASE from 45.59%. Grade 5 - 58.73% of all 5th grade students Exceeded or Met standards. This is a INCREASE from 55.88%.
CAASPP Mathematics	For students in grade 3-5, we anticipate at least 3% growth for all grade levels in Meeting or Exceeding standards. This will be due to fidelity to adopted curriculum - 5 days/week, dedicated weekly PLC work focusing on cycles of improvement, support from four Title 1 intervention teachers working with targeted kindergarten - 5th grade students - 4 days/week, after school math tutoring for 3rd - 5th grade students - 2 days/week; all of which will support learning gaps.	Grade 3 - 80% of all 3rd grade students Exceeded or Met standards. This is an INCREASE from 70.77%. Grade 4 - 62.51% of all 4th grade students Exceeded or Met standards. This is an INCREASE from 52.94%. Grade 5 - 52.38% of all 5th grade students Exceeded or Met standards. This is an INCREASE from 42.65%.
IXL ELA	For students in grades 3-5, we anticipate at least a 3% growth for all grade levels in skills proficient and skills mastered in the area of ELA.	PVSD / LPS used a different metric for the 2025-26 school year -- Benchmark ELA. 3rd grade ELA Benchmark 1-- Baseline 58% 4th grade ELA Benchmark 1-- Baseline 59% 5th grade ELA Benchmark 1-- Baseline 56%
IXL Math	For students in grades 3-5, we anticipate at least a 3% growth for all grade levels in skills proficient and skills mastered in the area of mathematics.	PVSD / LPS used a different metric for the 2025-26 school year -- Benchmark Math. 3rd grade Math Benchmark 1-- Baseline 67% 4th grade Math Benchmark 1-- Baseline 63% 5th grade Math Benchmark 1-- Baseline 62%

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	Increase the percentage of students scoring at Level 3 and Level 4 in the ELPAC assessment.	For 24-25, the ELPAC was administered to 32 students; 53.13% students tested at Level 3 or Level 4 which is an DECREASE from 57.57%.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional, targeted intervention in ELA and Math utilizing hourly certificated intervention teachers.	Provided additional, targeted intervention in ELA and Math utilizing hourly certificated intervention teachers.	Provide three certificated Title 1 teachers to assist students in grades K-5 during school and after school with individual and small group instruction and tutoring with the goal of increasing student achievement in reading and mathematical understanding. 1000-1999: Certificated Personnel Salaries Title I/SWP 55332.00	Provided three certificated Title 1 teachers to assist students in grades K-5 during school and after school with individual and small group instruction and tutoring with the goal of increasing student achievement in reading and mathematical understanding. 1000-1999: Certificated Personnel Salaries Title I/SWP 45540.00
		Benefits for Title 1 Certificated Teachers 3000-3999: Employee Benefits Title I/SWP 12284.00	Benefits for Title 1 Certificated Teachers 2000-2999: Classified Personnel Salaries Title I/SWP 10110.00
		Classroom supplies to support ELA and math 4000-4999: Books And Supplies Title I/SWP 2000.00	Classroom supplies to support ELA and math 4000-4999: Books And Supplies Donations 2000.00
		Classroom supplies to support ELA and math 4000-4999: Books And Supplies Unrestricted 11968.00	Classroom supplies to support ELA and math 4000-4999: Books And Supplies Unrestricted 12000.00
Provide professional development opportunities for staff members focused on increasing student achievement and implementing strategies from AVID in classrooms.	Provided professional development opportunities for staff members focused on increasing student achievement and implementing of strategies from AVID in classrooms.	Payments for AVID Summer Institute and fees. These are now centralized by the district office. 5000-5999: Services And Other	Payments for AVID Summer Institute and fees. These were centralized by the district office. 5000-5999: Services And Other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Operating Expenditures Title I/SWP 0.00	Operating Expenditures Title I/SWP 0.00
		Additional AVID Classroom Supplies to support all students in grades K-5. 4000-4999: Books And Supplies Title I/SWP 8793.50	Additional AVID Classroom Supplies to support all students in grades K-5. 4000-4999: Books And Supplies Donations 8793.50
Additional English Language Development support will be provided in small groups facilitated by credentialed hourly teachers.	Additional English Language Development support was provided in small groups facilitated by credentialed hourly teachers.	EL Support to be provided by Certificated hourly Title 1 Teachers during regular group times and WIN Time. None Specified Title I/SWP 0.00	EL Support was provided by Certificated hourly Title 1 Teachers during regular group times and WIN Time. None Specified Title I/SWP 0.00
Provide in school and after school assistance in mathematics with additional tutoring hours utilizing certificated teachers.	Provided in school and after school assistance in mathematics with additional tutoring hours utilizing certificated teachers.	Provide in school and after school tutoring in math targeting student populations in grades 3- 5 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 2813.00	Provided in school and after school tutoring in math targeting student populations in grades 3- 5 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 2385.00
		Benefits for tutoring hours 3000-3999: Employee Benefits D102 Tutoring/Homework Support 519.00	Benefits for tutoring hours 3000-3999: Employee Benefits D102 Tutoring/Homework Support 529.00
Provide additional apps with school-wide site licenses for students to access additional in- school and at-home access for practicing skills focused on ELA and mathematics standards.	Provided additional apps with school-wide site licenses for students to access additional in- school and at-home access for practicing skills focused on ELA and mathematics standards.	PTA donation toward the purchase of apps and/or site licenses for students access to support ELA, Math and language acquisition (BrainPop Jr., Flocabulary and PebbleGo). 4000-4999: Books And Supplies Donations 15000.00	PTA donation toward the purchase of apps and/or site licenses for students access to support ELA, Math and language acquisition (BrainPop Jr., Flocabulary and PebbleGo). 4000-4999: Books And Supplies Donations 15000.00
Provide release time for PLCs for data analysis and longitudinal planning.	Provided release time for PLCs for data analysis and longitudinal planning.	Release time for ELA and Mathematics data analysis and longitudinal planning with PLCs. 1000-1999: Certificated Personnel Salaries Title I/SWP 0.00	Release time provided for ELA and Mathematics data analysis and longitudinal planning with PLCs. 1000-1999: Certificated Personnel Salaries Title I/SWP 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits for release time for PLCs. 3000-3999: Employee Benefits Title I/SWP 492.50	Benefits for release time for PLCs. 3000-3999: Employee Benefits Title I/SWP 0.00
Centralized Support to provide a TOSA 20% staff member focused on increasing student achievement and implement strategies from AVID in classrooms.	Centralized Support provided a TOSA 20% staff member focused on increasing student achievement and implement strategies from AVID in classrooms.	Additional Targeted Professional Development to support classroom instruction and AVID. 1000-1999: Certificated Personnel Salaries Title I/SWP 18286.00	Additional Targeted Professional Development to support classroom instruction and AVID. 1000-1999: Certificated Personnel Salaries Title I/SWP 13572.00
		Benefits for TOSA 3000-3999: Employee Benefits Title I/SWP 8546.00	Benefits for TOSA 3000-3999: Employee Benefits Title I/SWP 6325.00
Centralized Support to provide a Director 20% staff member focused on increasing student achievement and implement strategies from AVID in classrooms.	Centralized Support provided a Director 20% staff member focused on increasing student achievement and implement strategies from AVID in classrooms.	Additional Targeted Professional Development to support classroom instruction and AVID. 1000-1999: Certificated Personnel Salaries Title I/SWP 11254.00	Additional Targeted Professional Development to support classroom instruction and AVID. 1000-1999: Certificated Personnel Salaries Title I/SWP 11371.00
		Benefits for Director 3000-3999: Employee Benefits Title I/SWP 3064.00	Benefits for Director 3000-3999: Employee Benefits Title I/SWP 3099.00
Provide release days for staff members to review ELA and math data (Data Days) and plan instruction, groups and resources accordingly.	Provided release days for staff members to review ELA and math data (Data Days) and plan instruction, groups and resources accordingly.	WIN Support None Specified Centralized Service 0.00	WIN Support None Specified Centralized Service 0.00

## Analysis

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

Strategies were fully implemented as described.

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

The strategies were effective to achieve the goal of improved student achievement.

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

\$11996.00 material difference for certificated Title I teachers due to reduced Title I allocation - difference resolved by reduction of hours. \$10793.00 material difference for classroom and AVID supplies due to reduced Title I budget - difference made up through donations.

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

NO changes will be made to this goal, outcomes, metrics, or strategies.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 2

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids Survey or similar metric	LPS would like to see 85% of our student responses reflect that they feel connected to their school most or all of the time using same metric in 2024-25.	56% of our student responses reflect that they feel connected to their school most or all of the time using same metric in 2024-25.
School Attendance Data	LPS anticipates an overall 3% decrease in our Chronic Absenteeism Rate for the 2024-25 school year based on improved attendance, stronger connectedness and student engagement, and incorporation of Saturday Academy and Independent Study Programs.	The 2024-2025 CA Dashboard shows that Las Posas had an overall Chronic Absenteeism Rate of 4.2% or BLUE. This is a DECREASE of 8.1% from the 23-24 school year.
Suspension Report	Decrease / maintain the Suspension Rate for the 2024-25 school year.	The 2024-25 CA Dashboard shows that Las Posas had an overall Suspension Rate of 0.8% or GREEN. This measure indicates that LPS DECREASED its suspension rate of 0.4% from the 23-24 school year.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide materials and supplies to support our positive behavioral and attendance programs for all students.	Provided materials and supplies to support our positive behavioral and attendance programs for all students.	Provide materials and supplies to support during-school and/or after school athletic programs, PE programs, and Art Trek enrichment program. 4000-4999: Books And Supplies D203 Belongingness Activities 645.00	Provided materials and supplies to support during-school and/or after school athletic programs, PE programs, and Art Trek enrichment program. 4000-4999: Books And Supplies D203 Belongingness Activities 2645.00
		PTA Contribution towards Field Trips 4000-4999: Books And Supplies Donations 7000.00	PTA provided contribution towards Field Trips 4000-4999: Books And Supplies Donations 7000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Provide materials and supplies for incentive programs to recognize students for academic and social-emotional growth (i.e. Student of the Month, Academic Awards/Honor Roll, Promotion). 4000-4999: Books And Supplies D203 Belongingness Activities 4000.00	Provided materials and supplies for incentive programs to recognize students for academic and social-emotional growth (i.e. Student of the Month, Academic Awards/Honor Roll, Promotion). 4000-4999: Books And Supplies D203 Belongingness Activities 4689.00
		Provide materials and supplies for students to feel a strong sense of belonging, clubs, incentive programs to recognize students for academics, attendance, and social-emotional growth. The themes will include college awareness materials, student of the month, academic awards, promotion, physical education, music, art, attendance improvement, and classroom-based incentives. 4000-4999: Books And Supplies D203 Belongingness Activities 7629.00	Provided materials and supplies for students to feel a strong sense of belonging, clubs, incentive programs to recognize students for academics, attendance, and social-emotional growth. The themes will include college awareness materials, student of the month, academic awards, promotion, physical education, music, art, attendance improvement, and classroom-based incentives. 4000-4999: Books And Supplies D203 Belongingness Activities 9334.00
		Provide structures for staff members to recognize students for academics, attendance, and positive behavioral programs. None Specified Unrestricted 0.00	Provided structures for staff members to recognize students for academics, attendance, and positive behavioral programs. None Specified Unrestricted 0.00
		Provide materials to develop school-wide use of the makerspace utilizing project based learning, choice and hands on projects. 4000-4999: Books And Supplies D206 Makerspace 500.00	Provided materials to develop school-wide use of the makerspace utilizing project based learning, choice and hands on projects. 4000-4999: Books And Supplies D206 Makerspace 500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To support students through clubs, activities, and other engaging opportunities facilitated by staff.	Supported students through clubs, activities, and other engaging opportunities facilitated by staff.	<p>Provide students with enrichment opportunities to increase student connectedness (stipends for Track Team, Intramural Sports, Anchored 4 Life, clubs, etc.) 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 5000.00</p> <p>Benefits for certificated salaries 3000-3999: Employee Benefits D203 Belongingness Activities 1112.00</p> <p>Donation from PTA to provide three assemblies that focus on school connectedness. 5000-5999: Services And Other Operating Expenditures Donations 4500.00</p>	<p>Provided students with enrichment opportunities to increase student connectedness (stipends for Track Team, Intramural Sports, Anchored 4 Life, clubs, etc.) 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 2663.00.00</p> <p>Benefits for certificated salaries 3000-3999: Employee Benefits D203 Belongingness Activities 591.00</p> <p>Donation from PTA to provide three assemblies that focus on school connectedness. 5000-5999: Services And Other Operating Expenditures Donations 4500.00</p>
Increasing student engagement through hands on learning in our Project Lab during instructional time AND Project Lab open / available for students during lunch hours.	Increased student engagement through hands on learning in our Project Lab during instructional time AND Project Lab open / available for students during lunch hours.	Materials for our Project Lab 4000-4999: Books And Supplies D206 Makerspace 0.00	Materials for our Project Lab 4000-4999: Books And Supplies D206 Makerspace 0.00
Providing weekly incentives for positive behavior through our Caught Being Good Program.	Provided weekly incentives for positive behavior through our Caught Being Good Program.	To pay for incentives for our students for their weekly awards. These supports have become a district centralized support. 4000-4999: Books And Supplies Centralized Service 0.00	Paid for incentives for our students for their weekly awards. These supports have become a district centralized support. 4000-4999: Books And Supplies Centralized Service 0.00
Mentorship and social worker attendance support.	Provided mentorship and social worker attendance support.	To pay for incentives that are used with our school-wide buddy program. None Specified Centralized Service 0.00	Paid for incentives that are used with our school-wide buddy program. None Specified Centralized Service 0.00
Centralized Supports to provide a Parent Liaison 100% staff member	Centralized Supports provided a Parent Liaison 100% staff member	Provide Parent Liaison to assist parents /	Provided Parent Liaison to assist parents /

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
focused on increasing parent / student connectedness.	focused on increasing parent / student connectedness.	<p>students in grades TK-5 during school and after school hours with with the goal of increasing parent / student engagement and connectedness. 2000-2999: Classified Personnel Salaries Title I/SWP 22998.00</p> <p>Benefits for Parent Liaison position. 3000-3999: Employee Benefits Title I/SWP 8359.00</p>	<p>students in grades TK-5 during school and after school hours with with the goal of increasing parent / student engagement and connectedness. 2000-2999: Classified Personnel Salaries Title I/SWP 23366.00</p> <p>Benefits for Parent Liaison position. 3000-3999: Employee Benefits Title I/SWP 8492.00</p>
Centralized Support to provide a Social Worker 10% staff member focused on increasing parent / student social-emotional and physical health.	Centralized Support provided a Social Worker 10% staff member focused on increasing parent / student social-emotional and physical health.	<p>Provide Social Worker to provide Tier III supports for parents / students in grades TK-5 during school and after school hours with with the goal of increasing parent / student social-emotional and physical health. 1000-1999: Certificated Personnel Salaries Title I/SWP 8658.00</p> <p>Benefits for Social Worker position. 3000-3999: Employee Benefits Title I/SWP 1922.00</p>	<p>Provided Social Worker to provide Tier III supports for parents / students in grades TK-5 during school and after school hours with with the goal of increasing parent / student social-emotional and physical health. 1000-1999: Certificated Personnel Salaries Title I/SWP 8788.00</p> <p>Benefits for Social Worker position. 3000-3999: Employee Benefits Title I/SWP 1950.00</p>
Provide Dance Instructor for increased educational opportunities to improve the social-emotional and physical health of all students.	Provided Dance Instructor for increased educational opportunities to improve the social-emotional and physical health of all students.	<p>Provide TK-5 Dance Instructor for increased educational opportunities to improve the social-emotional and physical health of all students. 1000-1999: Certificated Personnel Salaries Prop 28 Arts 41825.00</p> <p>Benefits for Dance Instructor 3000-3999: Employee Benefits Prop 28 Arts 9456.00</p>	<p>Provided TK-5 Dance Instructor for increased educational opportunities to improve the social-emotional and physical health of all students. 1000-1999: Certificated Personnel Salaries Prop 28 Arts 45437.00</p> <p>Benefits for Dance Instructor 3000-3999: Employee Benefits D206 Makerspace 17259.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Materials and Supplies for Dance Instruction	Provided Materials and Supplies for Dance Instruction	Materials and supplies for Dance Instruction. 4000-4999: Books And Supplies Prop 28 Arts 12179.00	Materials and supplies for Dance Instruction. 4000-4999: Books And Supplies Prop 28 Arts 12105.00

## Analysis

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

Strategies were fully implemented as described.

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

The strategies were effective to achieve the goal of increasing all student's daily attendance percentages and decreasing suspension rate.

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

\$4394.00 material difference for materials / supplies.

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

NO changes will be made to this goal, outcomes, metrics, or strategies.

# Annual Review and Update

## SPSA Year Reviewed: 2024-25

### Goal 3

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PTA Membership	100 PTA Members - Increase the number of parents and staff joining the PTA over the course of the 2024-25 school year.	PTA Members INCREASED from 81 in 2023-2024 to 101 members in 2024-2025.
LPS Comprehensive Needs Assessment	98% Agree or strongly agree with same statement.	98% Agree or strongly agree with same statement.
ELAC Membership / Attendance	Increase / maintain the number of parents participating in/and attending ELAC over the course of the 2024-25 school year.	ELAC members / meeting attendees MAINTAINED from and average of 4 in 2023-2024 to an average of 4 member in 2024-2025.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parents with workshops and parent outreach opportunities to increase educational partners understanding and input of the educational program.	Provided parents with workshops and parent outreach opportunities to increase educational partners understanding and input of the educational program.	<p>Parent Workshops that create opportunities for family involvement aimed at increasing achievement (for example Parent Institute for Quality Education - PIQE). This is a district centralized support. 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 0.00</p> <p>Math / Science Night: community will be able to participate in culmination of STEM learning from the school year with the purpose of supporting student achievement. None</p>	<p>Parent Workshops were created opportunities for family involvement aimed at increasing achievement (for example Parent Institute for Quality Education - PIQE). This is a district centralized support. 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 0.00</p> <p>Math / Science Night: community participated in culmination of STEM learning from the school year with the purpose of supporting student achievement. None Specified Title I/SWP 0.00</p>

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

## Analysis

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

Strategies were fully implemented as described.

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

The strategies were effective to achieve the goal of increasing parent engagement.

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

NO changes will be made to this goal, outcomes, metrics, or strategies.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$162,089.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$291,065.24
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
Centralized Service	\$86,185.74
D102 Tutoring/Homework Support	\$3,458.00
D203 Belongingness Activities	\$23,801.00
D206 Makerspace	\$500.00
Donations	\$22,293.50
None Specified	\$0.00
Prop 28 Arts	\$74,802.00
Title I/SWP	\$65,950.00
Unrestricted	\$14,075.00

Subtotal of state or local funds included for this school: \$291,065.24

Total of federal, state, and/or local funds for this school: \$291,065.24

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
D102 Tutoring/Homework Support	3458.00	0.00
Centralized Service	86,185.74	
D203 Belongingness Activities	23801.00	0.00
Title I/SWP	65950.00	0.00
	0.00	0.00
D206 Makerspace	500.00	0.00
Unrestricted	14075.00	0.00
Prop 28 Arts	74802.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Centralized Service	86,185.74
D102 Tutoring/Homework Support	3,458.00
D203 Belongingness Activities	23,801.00
D206 Makerspace	500.00
Donations	22,293.50
None Specified	0.00
Prop 28 Arts	74,802.00
Title I/SWP	65,950.00
Unrestricted	14,075.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	163,085.17
2000-2999: Classified Personnel Salaries	17,653.03
3000-3999: Employee Benefits	47,664.54
4000-4999: Books And Supplies	58,162.50
5000-5999: Services And Other Operating Expenditures	4,500.00

5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Centralized Service	50,867.20
2000-2999: Classified Personnel Salaries	Centralized Service	17,653.03
3000-3999: Employee Benefits	Centralized Service	17,665.51
5800: Professional/Consulting Services And Operating Expenditures	Centralized Service	0.00
None Specified	Centralized Service	0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	2,939.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	519.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	8,000.00
3000-3999: Employee Benefits	D203 Belongingness Activities	2,112.00
4000-4999: Books And Supplies	D203 Belongingness Activities	13,689.00
4000-4999: Books And Supplies	D206 Makerspace	500.00
4000-4999: Books And Supplies	Donations	17,793.50
5000-5999: Services And Other Operating Expenditures	Donations	4,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	45,437.97
3000-3999: Employee Benefits	Prop 28 Arts	17,259.03
4000-4999: Books And Supplies	Prop 28 Arts	12,105.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	55,841.00
3000-3999: Employee Benefits	Title I/SWP	10,109.00
5000-5999: Services And Other Operating Expenditures	Title I/SWP	0.00
4000-4999: Books And Supplies	Unrestricted	14,075.00
None Specified	Unrestricted	0.00

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
133,685.30
157,379.94
0.00

# School Site Council Membership

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

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

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

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on December 18, 2024.

Attested:



Principal, Thomas Holtke on Dec. 18, 2025

SSC Chairperson, Heather Johnston on Dec. 18, 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](mailto:LCFF@cde.ca.gov).

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix 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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