

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeview Academy	Leadership	36-67934-6059562	5/1/2025	June 23, 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 Lakeview Leadership Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
Equity Multiplier

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

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Plan Description

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

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

Schoolwide Program
Additional Targeted Support and Improvement
Equity Multiplier

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our SPSA development is a deeply collaborative effort led by the Principal and supported by students, staff, and community partners. By integrating feedback from the ILT, SSC, ELAC, and mental health partners, we conduct a thorough review of our progress. We stay connected through monthly meetings and staff surveys to ensure classroom-level needs are met. Throughout the 2025-26 cycle, we maintain transparency by presenting CAASPP, CAST, ELPAC, and suspension data to staff and students during scheduled reviews in August, January, and April. This shared understanding of our data empowers the SSC to approve strategic goals that truly reflect our students' needs.

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.

Lakeview Leadership Academy's comprehensive needs assessment has identified three critical systemic inequities impacting our most vulnerable student populations. To ensure every student has access to high-quality instruction and equitable outcomes, the school will implement the following strategic investments and realignments.

English Learner (EL) Support Disparities: While 16.6% of our students are English Learners, support is currently restricted to four Bilingual Instructional Assistants (BIAs) across six grade levels. A significant "support gap" exists as BIAs work 5-hour days compared to the 6-hour schedules of Special Education staff, leading to inconsistent instructional coverage. Furthermore, general education teachers require more specialized professional development in second-language acquisition strategies.

Rising Chronic Absenteeism: Absenteeism rates have increased across eight student groups, signaling a decline in student motivation and school connectedness.

Disproportionality in Discipline: Despite an overall decrease in suspensions, the 2025 California Dashboard data reveal that African American students are still suspended at a disproportionate rate. This highlights a need for more robust Multi-Tiered Systems of Support (MTSS) and culturally responsive teaching.

To address these systemic inequities, Lakeview Leadership Academy will implement the following strategic investments:
Increase BIA workdays from 5 to 6 hours to ensure consistent daily support and parity with Special Education staffing levels

Provide specialized training (CABE, QTEL, and culturally responsive instruction) to enhance the instructional capacity of teachers and staff

Refine PBIS and MTSS frameworks to ensure equitable discipline. All staff will participate in data monitoring to specifically target attendance and the achievement gap for African American students

Commitment to Equity: Through these targeted investments in staffing and professional growth, Lakeview Leadership Academy remains dedicated to providing the advocacy and high-quality instruction necessary for all students to thrive, regardless of their background.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

RED Dashboard DATA 24/25

Science- EL, LTEL

English Learners Progress 33.6%, making progress - ELs

Chronic Absenteeism 29.7% - AA, Hispanic, Two/more races, SED, SWD, White

ORANGE Dashboard DATA 24/25

ELA AA, EL, Hispanic, LTELs, SED, SWD, White

Math- AA, EL, Hispanic, LTEL, SWD, SED

EL Progress LTEL

Suspensions- Two/more races, Homeless

Chronic Absenteeism- Homeless

Lakeview Leadership Academy: 2024-2025 Dashboard Data and Comprehensive Needs Assessment

Lakeview Leadership Academy's analysis of California Dashboard data for 2024-2025 reveals critical areas requiring focused attention and strategic intervention.

In the RED performance category, English Learner Progress stands at 33.6%, making progress, indicating that our EL students are making progress but require intensified support. Additionally, Chronic Absenteeism at 29.7% disproportionately affects African American, Hispanic, students of two or more races, socioeconomically disadvantaged (SED), students with disabilities (SWD), and White students.

In the ORANGE performance category, multiple areas of concern emerge. ELA performance is below standard for African American, English Learner, Hispanic, Long-Term English Learner (LTEL), SED, SWD, and White students. Math performance similarly falls below standard for African American, EL, Hispanic, LTEL, SED, and SWD students. English Learner Progress, specifically for LTELs, remains in the ORANGE range. Suspensions among students of two or more races and homeless youth are also elevated, as is chronic absenteeism among homeless students.

Identified Professional Development Needs

The comprehensive needs assessment reveals that teachers require targeted professional development in several critical areas: equity, English Learner support, second-language acquisition, and alignment with Common Core State Standards (CCSS) for Math and ELA, as well as Next Generation Science Standards (NGSS). ELA, Math, and EL teachers need dedicated data release days to collaboratively analyze student data, identify skill gaps, plan reteaching strategies, and monitor progress.

Academic Intervention and Support Systems

To address skill gaps and support student achievement, LLA will continue to offer Response to Intervention (RTI) classes during the school day, complemented by before- lunchtime or after-school tutoring using programs such as IXL or NextGen Math. Implementing a systematic data collection system like NWEA will enable core teachers to gather actionable data for setting goals and measuring reteaching effectiveness.

Behavioral and Social-Emotional Support

The assessment emphasizes the critical importance of addressing disproportionate suspension rates across all student demographics, including LTELs, homeless students, SWD, African American, White, and students of two or more races. A multi-faceted approach is essential, requiring intensive teacher training in equity, restorative practices, and trauma-informed instruction. Continued integration of Positive Behavioral Interventions and Supports (PBIS), including the Unity

Program to foster connectedness and conflict resolution, is vital. Access to behavioral support services, anger management, and social skills development—coordinated by a dedicated Unity coordinator, intervention counselor, and Board Certified Behavior Analyst (BCBA)—is necessary to monitor student progress and address performance deficiencies.

English Learner Support

16.6% of our population is classified as EL students across six grade levels. LLA faces a critical staffing gap. Currently, only four Bilingual Instructional Assistants serve this population, with 7th and 8th-grade Level 1 and 2 students comprising more than half. There is an urgent need to increase the number of BIAs to provide adequate support for this vulnerable population.

College and Career Readiness

While A-G completion has increased to 65%, only 46.6% of seniors graduate prepared for college and career. This gap indicates a need to strengthen our AP passage rate, and career exploration, expand Career and Technical Education (CTE) opportunities, and integrate work-based learning experiences to ensure students develop the full range of competencies necessary for postsecondary success.

These findings underscore the need for comprehensive, coordinated action across academic instruction, behavioral support, and student services. By addressing these priority areas through targeted professional development, enhanced intervention systems, increased staffing, and strategic program implementation, Lakeview Leadership Academy can close achievement gaps, reduce suspensions and absenteeism, and ensure all students—particularly our most underserved populations—graduate prepared for college, career, and life success.

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

Suspension Rate- ALL students are in Yellow with a decrease of 6.3%. 2 student groups are in the Orange Homeless, Two or more races.

Science All students in yellow- LTEL and EL RED in science

Other Needs

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

Currently, only 46.6% of our graduating seniors are considered prepared for college or career according to the College Career Indicator (CCI). While this represents a meaningful increase of 10.5% from the previous year, a significant gap remains between our students who are college and career-ready and those who have completed A-G requirements, which stands at 65%. This disparity highlights an important distinction: while many students are meeting A-G completion standards necessary for University of California and California State University admission, fewer students demonstrate the full range of competencies—including technical skills, career awareness, and workforce readiness—that constitute true college and career preparedness.

Lakeview Leadership Academy is committed to closing this gap. Our strategic focus includes expanding Career and Technical Education (CTE) opportunities, strengthening career exploration and guidance, integrating work-based learning experiences, and ensuring all students develop the knowledge, skills, and dispositions necessary for success in postsecondary education and careers. Through collaborative efforts across academic and career pathways, coupled with our data-driven instructional practices and MTSS supports, we aim to increase the College Career Indicator and ensure that all students graduate prepared for their chosen futures—whether college, career, or both.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.38%	0.44%	0.44%	4	4	4
African American	16.41%	16.98%	17.51%	171	153	159
Asian	1.63%	1.00%	0.88%	17	9	8
Filipino	0.58%	0.55%	0.33%	6	5	3
Hispanic/Latino	67.47%	67.04%	66.41%	703	604	603
Pacific Islander	0.67%	0.78%	0.88%	7	7	8
White	8.25%	9.32%	9.25%	86	84	84
Two or More Races	3.45%	2.77%	2.86%	36	25	26
Not Reported	1.15%	1.11%	1.43%	12	10	13
Total Enrollment				1042	901	908

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	389	337	370
Grade 8	408	355	337
Grade 9	65	60	87
Grade 10	52	49	38
Grade 11	68	44	36
Grade 12	60	56	40
Total Enrollment	1,042	901	908

Conclusions based on this data:

1. Total school enrollment decreased- a new middle school opened in 23/24 to balance out the middle school population across the district
2. The percentage of Hispanic and White students decreased significantly as a result of the decreased enrollment.
3. The number of high school students has increased since the first graduating class in 2021

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	202	150	149	19.4%	16.6%	16.4%
Fluent English Proficient (FEP)	31	22	146	3%	2.4%	16.1%
Reclassified Fluent English Proficient (RFEP)	144	144		13.8	16%	

Conclusions based on this data:

1. The percentage of EL students fluctuate yearly.
2. The number of FEP students decrease yearly.

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 7	421	370	342	410	364	336	410	364	336	97.4	98.4	98.2
Grade 8	406	382	332	396	375	330	396	374	330	97.5	98.2	99.4
Grade 11	62	61	42	62	61	42	62	61	42	100.0	100	100
All Grades	889	813	716	868	800	708	868	799	708	97.6	98.4	98.9

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 7	2461.	2459.	2473.	1.22	2.20	5.65	17.32	15.93	15.48	26.59	24.45	25.00	54.88	57.42	53.87
Grade 8	2495.	2466.	2492.	4.29	1.60	6.36	19.44	14.71	17.58	32.83	24.33	28.79	43.43	59.36	47.27
Grade 11	2611.	2596.	2604.	30.65	24.59	16.67	35.48	31.15	45.24	20.97	27.87	26.19	12.90	16.39	11.90
All Grades	N/A	N/A	N/A	4.72	3.63	6.64	19.59	16.52	18.22	29.03	24.66	26.84	46.66	55.19	48.31

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 7	2.93	3.57	7.14	53.66	47.80	55.06	43.41	48.63	37.80
Grade 8	6.31	3.21	6.36	48.99	39.57	48.79	44.70	57.22	44.85
Grade 11	24.19	21.31	19.05	66.13	57.38	64.29	9.68	21.31	16.67
All Grades	5.99	4.76	7.49	52.42	44.68	52.68	41.59	50.56	39.83

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 7	4.15	4.95	8.66	44.39	42.03	40.00	51.46	53.02	51.34
Grade 8	6.57	5.35	6.67	42.93	37.43	44.55	50.51	57.22	48.79
Grade 11	32.26	26.23	26.19	53.23	55.74	64.29	14.52	18.03	9.52
All Grades	7.26	6.76	8.77	44.35	40.93	43.56	48.39	52.32	47.67

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 7	5.12	4.95	6.85	68.54	66.76	65.18	26.34	28.30	27.98
Grade 8	8.84	4.55	6.36	70.45	64.97	67.27	20.71	30.48	26.36
Grade 11	24.19	21.31	11.90	64.52	72.13	78.57	11.29	6.56	9.52
All Grades	8.18	6.01	6.92	69.12	66.33	66.95	22.70	27.66	26.13

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 7	3.41	2.47	7.74	54.39	55.49	53.87	42.20	42.03	38.39
Grade 8	8.59	4.28	10.00	68.43	65.24	61.21	22.98	30.48	28.79
Grade 11	25.81	14.75	23.81	59.68	67.21	71.43	14.52	18.03	4.76
All Grades	7.37	4.26	9.75	61.18	60.95	58.33	31.45	34.79	31.92

Conclusions based on this data:

1. CAASPP data indicate growth in ELA and Math across all grade levels
2. CAASPP data indicates that writing and reading scores are increasing with the intentionality of the schoolwide literacy plan.
3. Our PLC and data days are yielding results. There is a need to develop a working understanding of the CAASPP blueprints for ELA and Math to strengthen reading and writing domains.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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 7	421	371	343	408	365	340	408	365	340	96.9	98.4	99.1
Grade 8	406	382	333	395	375	329	395	375	329	97.3	98.2	98.8
Grade 11	62	61	43	62	61	42	62	61	42	100.0	100	97.7
All Grades	889	814	719	865	801	711	865	801	711	97.3	98.4	98.9

* 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 7	2420.	2435.	2453.	0.49	1.10	6.47	4.90	6.58	10.00	20.10	21.92	17.65	74.51	70.41	65.88
Grade 8	2437.	2423.	2438.	1.27	0.80	1.52	4.30	2.93	3.95	17.72	16.00	15.81	76.71	80.27	78.72
Grade 11	2496.	2502.	2502.	0.00	1.64	2.38	11.29	6.56	11.90	17.74	32.79	21.43	70.97	59.02	64.29
All Grades	N/A	N/A	N/A	0.81	1.00	3.94	5.09	4.87	7.31	18.84	19.98	17.02	75.26	74.16	71.73

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 7	1.23	1.64	6.18	24.51	27.40	28.53	74.26	70.96	65.29
Grade 8	1.52	0.00	1.52	26.84	25.87	28.88	71.65	74.13	69.60
Grade 11	6.45	4.92	7.14	19.35	37.70	28.57	74.19	57.38	64.29
All Grades	1.73	1.12	4.08	25.20	27.47	28.69	73.06	71.41	67.23

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 7	0.98	1.92	6.47	37.99	41.37	41.47	61.03	56.71	52.06
Grade 8	3.04	0.80	1.22	45.32	39.20	47.11	51.65	60.00	51.67
Grade 11	0.00	1.64	7.14	79.03	75.41	52.38	20.97	22.95	40.48
All Grades	1.85	1.37	4.08	44.28	42.95	44.73	53.87	55.68	51.20

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 7	0.98	0.82	6.76	52.70	54.79	47.06	46.32	44.38	46.18
Grade 8	1.27	0.80	1.22	48.10	48.53	48.63	50.63	50.67	50.15
Grade 11	1.61	1.64	4.76	61.29	57.38	47.62	37.10	40.98	47.62
All Grades	1.16	0.87	4.08	51.21	52.06	47.82	47.63	47.07	48.10

Conclusions based on this data:

1. Nearly 90% of students are not meeting standards in Math, in spite of growth for all grade levels.
2. There is a need to continue standards based grade level teaching and data to guide instruction. There is a need to develop a working understanding of the math claims and domains and blueprints.
3. 7th Grade math CAASPP scores continue to increase, showing the largest gains

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/eng/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
7	1510.2	1506.8	1506.1	1504.4	1504.0	1499.5	1515.6	1509.2	1512.1	82	71	59
8	1527.9	1516.0	1513.3	1530.1	1514.7	1505.2	1525.2	1516.7	1521.1	91	80	57
9	1507.2	1540.5	*	1490.9	1528.5	*	1523.0	1551.9	*	14	16	9
10	1566.3	1512.4	1564.4	1559.4	1489.1	1550.1	1572.6	1535.1	1578.4	19	11	11
11	*	*	*	*	*	*	*	*	*	5	10	7
12	*	*	*	*	*	*	*	*	*	9	6	7
All Grades										220	194	150

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
7	7.32	8.45	3.39	28.05	28.17	25.42	45.12	39.44	52.54	19.51	23.94	18.64	82	71	59
8	12.09	5.00	1.75	28.57	31.25	28.07	42.86	40.00	50.88	16.48	23.75	19.30	91	80	57
9	0.00	6.25	*	21.43	43.75	*	42.86	37.50	*	35.71	12.50	*	14	16	*
10	26.32	9.09	27.27	47.37	36.36	27.27	15.79	27.27	36.36	10.53	27.27	9.09	19	11	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.36	7.22	6.00	30.91	31.44	27.33	40.00	39.18	47.33	17.73	22.16	19.33	220	194	150

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
7	13.41	23.94	18.64	42.68	36.62	38.98	26.83	23.94	25.42	17.07	15.49	16.95	82	71	59
8	18.68	12.50	14.04	46.15	47.50	40.35	23.08	30.00	29.82	12.09	10.00	15.79	91	80	57
9	0.00	6.25	*	35.71	56.25	*	35.71	25.00	*	28.57	12.50	*	14	16	*
10	31.58	18.18	45.45	36.84	27.27	18.18	26.32	18.18	27.27	5.26	36.36	9.09	19	11	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	18.04	20.67	42.73	42.27	37.33	25.45	25.26	24.00	13.64	14.43	18.00	220	194	150

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
7	3.66	2.82	1.69	9.76	5.63	16.95	41.46	49.30	32.20	45.12	42.25	49.15	82	71	59
8	5.49	5.00	3.51	13.19	10.00	10.53	41.76	37.50	42.11	39.56	47.50	43.86	91	80	57
9	0.00	6.25	*	21.43	12.50	*	7.14	62.50	*	71.43	18.75	*	14	16	*
10	10.53	0.00	18.18	42.11	27.27	36.36	31.58	45.45	27.27	15.79	27.27	18.18	19	11	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	4.12	4.67	15.45	10.82	15.33	40.00	43.81	37.33	40.00	41.24	42.67	220	194	150

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
7	4.88	9.86	3.39	56.10	57.75	52.54	39.02	32.39	44.07	82	71	59
8	9.89	8.75	3.51	62.64	72.50	70.18	27.47	18.75	26.32	91	80	57
9	0.00	0.00	*	64.29	81.25	*	35.71	18.75	*	14	16	*
10	15.79	0.00	27.27	63.16	54.55	45.45	21.05	45.45	27.27	19	11	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.18	7.22	6.00	61.36	66.49	60.00	30.45	26.29	34.00	220	194	150

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
7	43.90	49.30	52.54	43.90	35.21	35.59	12.20	15.49	11.86	82	71	59
8	48.35	42.50	45.61	41.76	46.25	42.11	9.89	11.25	12.28	91	80	57
9	50.00	56.25	*	28.57	31.25	*	21.43	12.50	*	14	16	*
10	84.21	45.45	63.64	10.53	18.18	27.27	5.26	36.36	9.09	19	11	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.27	47.94	51.33	37.27	37.11	35.33	10.45	14.95	13.33	220	194	150

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
7	6.10	0.00	8.47	30.49	32.39	30.51	63.41	67.61	61.02	82	71	59
8	8.79	11.25	7.02	24.18	21.25	22.81	67.03	67.50	70.18	91	80	57
9	14.29	6.25	*	14.29	62.50	*	71.43	31.25	*	14	16	*
10	26.32	0.00	27.27	57.89	72.73	45.45	15.79	27.27	27.27	19	11	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	6.19	9.33	31.36	33.51	31.33	59.55	60.31	59.33	220	194	150

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
7	3.66	2.82	5.08	76.83	76.06	72.88	19.51	21.13	22.03	82	71	59
8	3.30	1.25	0.00	82.42	85.00	89.47	14.29	13.75	10.53	91	80	57
9	0.00	0.00	*	64.29	87.50	*	35.71	12.50	*	14	16	*
10	0.00	0.00	0.00	94.74	72.73	81.82	5.26	27.27	18.18	19	11	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.73	2.06	2.67	80.91	79.38	80.67	16.36	18.56	16.67	220	194	150

Conclusions based on this data:

1. Our reading domain indicate a need for enhanced reading comprehension.
2. The writing Domain indicate student writing improves slightly as they move through the grade levels; 7th to 8th.
3. The number of EL students tested has decreased yearly since 21/22

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
901	84.2%	16.6%	1.6%
Total Number of Students enrolled in Lakeview Leadership Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	150	16.6%
Foster Youth	14	1.6%
Homeless	35	3.9%
Socioeconomically Disadvantaged	759	84.2%
Students with Disabilities	162	18%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	153	17%
American Indian	4	0.4%
Asian	9	1%
Filipino	5	0.6%
Hispanic	604	67%
Two or More Races	25	2.8%
Pacific Islander	7	0.8%
White	84	9.3%

Conclusions based on this data:

1. LLA is experiencing a decline in enrollment, down from 1042 during the 23/24 SY students to 901 SY 25/26.

2. The number of EL students has decreased from 19.4% to 16.6%. The number SPED students continue to increase yearly by 2%- 14%, 16.3%, 18%
3. The number of SED students has remained consistent over the past several years at 84%

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Graduation Rate</div> <div><p>Orange</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Red</p></div>	
<div>English Learner Progress</div> <div><p>Red</p></div>		
<div>College/Career</div> <div><p>Green</p></div>		

Conclusions based on this data:

1. Ninety five percent of our 8th students are not meeting standards for Mathematics.
2. LLA has a suspension rate of 10% a decrease of 6%. All Students groups saw a decline in suspension rates. AA students remain disproportionately suspended.
3. An increase in ELA achievement was noted for ALL grades.

School and Student Performance Data

Academic Performance English Language Arts

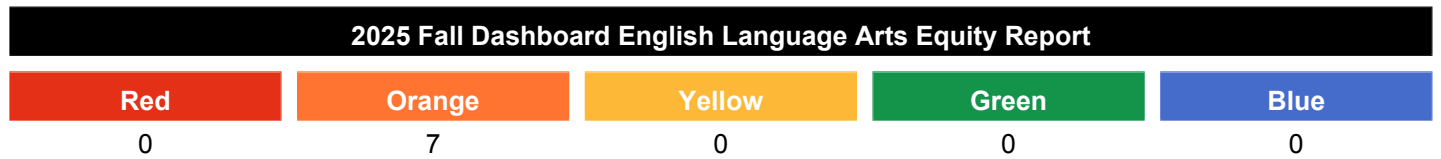
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Orange</div> <div>67 points below standard</div> <div>Increased 16 points</div> <div>631 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>93.8 points below standard</div> <div>Increased 17.5 points</div> <div>159 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>126.6 points below standard</div> <div>Increased 4.9 points</div> <div>88 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>6 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>92 points below standard</div> <div>Increased 60.9 points</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>69.2 points below standard</div> <div>Increased 16.7 points</div> <div>537 Students</div>

Students with Disabilities  Orange 117.5 points below standard Increased 9.6 points 131 Students	African American  Orange 97 points below standard Increased 14.5 points 104 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 64.9 points below standard Increased 13.6 points 436 Students
Two or More Races  No Performance Color 37.4 points below standard Increased 46.6 points 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 47.6 points below standard Increased 32.7 points 55 Students

Conclusions based on this data:

1. Student achievement in ELA increase for all students and student groups.
2. LLA moved all students groups from RED to ORANGE

School and Student Performance Data

Academic Performance Mathematics

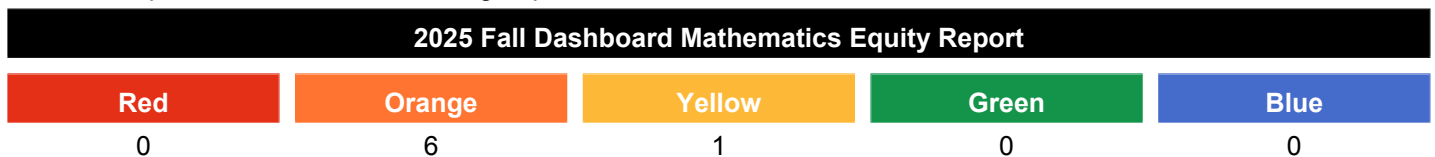
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students Orange 129.2 points below standard Increased 13.1 points 635 Students	English Learners Orange 143.2 points below standard Increased 14.2 points 161 Students	Long-Term English Learners Orange 166.8 points below standard Increased 8.3 points 88 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless No Performance Color 147.1 points below standard Increased 21.5 points 18 Students	Socioeconomically Disadvantaged Orange 132.6 points below standard Increased 12.6 points 541 Students

Students with Disabilities  Orange 161.6 points below standard Increased 10.2 points 131 Students	African American  Orange 153.9 points below standard Increased 10.3 points 105 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 129.2 points below standard Increased 12.4 points 438 Students
Two or More Races  No Performance Color 77.8 points below standard Increased 76.1 points 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 104.2 points below standard Increased 6.1 points 55 Students

Conclusions based on this data:

1. All student groups maintained or increased the distance from standard.
2. LLA moved all student groups from RED to ORANGE or above
3. ELs increased by 14.2%

School and Student Performance Data

Academic Performance Science

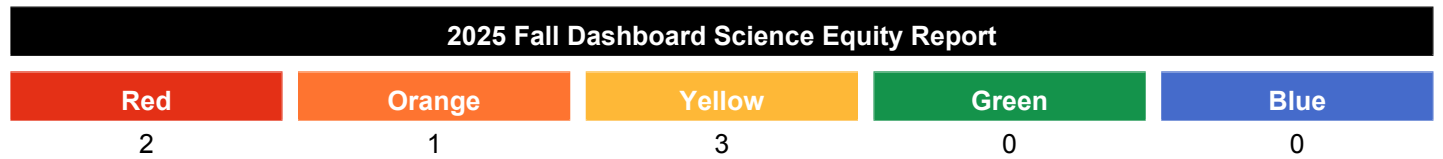
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
<div>All Students</div> <div></div> <div>Yellow</div> <div>39.7 science points</div> <div>Increased 2.3 points</div> <div>350 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>34.5 science points</div> <div>Maintained -0.9 points</div> <div>84 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>32.2 science points</div> <div>Maintained -1.2 points</div> <div>47 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>36.9 science points</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>39.3 science points</div> <div>Increased 3 points</div> <div>312 Students</div>

Students with Disabilities  Yellow 38.3 science points Increased 5.3 points 62 Students	African American  Yellow 37.9 science points Increased 8.1 points 56 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 38.8 science points Maintained 0.4 points 246 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 45.3 science points Increased 7 points 29 Students

Conclusions based on this data:

1. Science information indicates all student are in Yellow with a 2% increase. AA, SED and SWD students had an increase in overall percentage- Yellow
2. English Learners and LTELs remain in RED

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Orange
33.6 making progress.	32.5 making progress.
Number Students: 143 Students	Number Students: 114 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			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.6%	39.9%	0.7%	32.9%

Conclusions based on this data:

- Over 33% of our EL students progressed at least one level, a decrease of over 10%.
- 40% of the EL population maintained their current EL Level
- Over 26% of our EL population decreased one level.

School and Student Performance Data

Academic Performance College/Career Report

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.

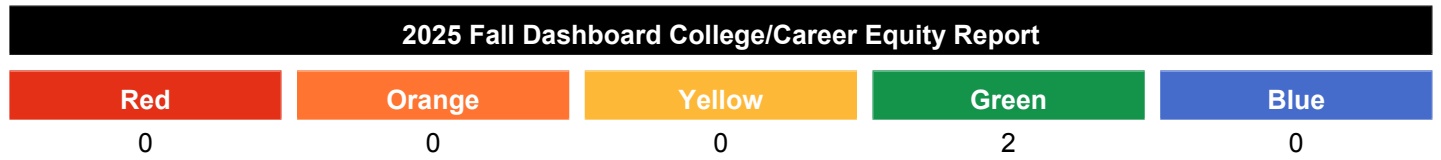
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>Prepared 46.6%</div> <div>Increased 10.5%</div> <div>58 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Prepared 25%</div> <div>12 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Prepared 27.3%</div> <div>11 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>Prepared 46.3%</div> <div>Increased 10.2%</div> <div>54 Students</div>

Students with Disabilities  No Performance Color Prepared 25% 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green Prepared 48.9% Increased 14.6% 45 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. LLA student/senior A-G completion rate is currently 65%, 46% are considered prepared for College / Career.
2. 8 Students/seniors earned the State Seal of Biliteracy.
3. There is a need to increase the number of students considered prepared using the CCI readiness indicators

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

29.7% Chronically Absent

Increased 1.1

781 Students

English Learners



Yellow

18.2% Chronically Absent

Declined 5.7

132 Students

Long-Term English Learners



Yellow

18.1% Chronically Absent

Declined 6.2

105 Students

Foster Youth



No Performance Color

58.8% Chronically Absent

Increased 25.5

17 Students

Homeless



Orange

47.2% Chronically Absent

Declined 7.6

36 Students

Socioeconomically Disadvantaged



Red

31.5% Chronically Absent

Increased 2.9

660 Students

Students with Disabilities  Red 36.1% Chronically Absent Increased 2 155 Students	African American  Red 45.8% Chronically Absent Increased 2.2 155 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Red 23.5% Chronically Absent Maintained 0.2 515 Students
Two or More Races  Red 43.8% Chronically Absent Increased 5.9 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Red 38.3% Chronically Absent Increased 7 60 Students

Conclusions based on this data:

1. LLA needs to continue to work on lowering the Chronically Absent rate--which declined for all student groups during the 22/23 school year and increased during the 23/24 and 24/25 school years
2. 6 Student groups are in the RED

School and Student Performance Data

Academic Engagement Graduation Rate

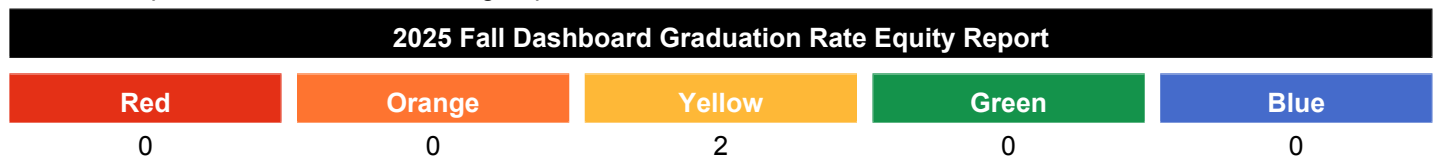
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 88.1% graduated Declined 8.6% 59 Students	English Learners No Performance Color 91.7% graduated 12 Students	Long-Term English Learners No Performance Color 100% graduated 11 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Yellow 90.9% graduated Declined 5.8% 55 Students

Students with Disabilities  No Performance Color 91.7% graduated 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 91.1% graduated Declined 8.9% 45 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. The graduation rate declined, LLA needs to establish a system to track students once they leave LLA to verify enrollment in another school or state.
2. The Graduation rate is above 90% for all student groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

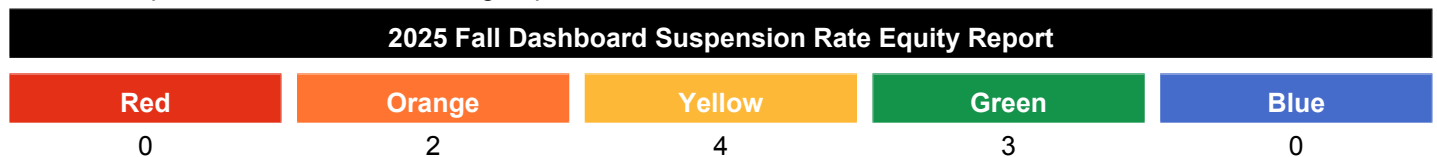
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 10% suspended at least one day Declined 6.3% 1061 Students	English Learners Green 4.9% suspended at least one day Declined 4.3% 185 Students	Long-Term English Learners Green 5.7% suspended at least one day Declined 5.2% 140 Students
Foster Youth No Performance Color 11.5% suspended at least one day Declined 3.6% 26 Students	Homeless Orange 13.2% suspended at least one day Declined 16.8% 53 Students	Socioeconomically Disadvantaged Yellow 10.5% suspended at least one day Declined 6.2% 904 Students

Students with Disabilities  Yellow 12.4% suspended at least one day Declined 8.4% 193 Students	African American  Yellow 24% suspended at least one day Declined 10.9% 192 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 21.4% suspended at least one day Increased 5.6% 14 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 6.3% suspended at least one day Declined 4.9% 701 Students
Two or More Races  Orange 13.6% suspended at least one day Declined 13.5% 44 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Green 4.3% suspended at least one day Declined 8% 93 Students

Conclusions based on this data:

1. The overall suspension rate decreased by 6.32%
2. All students groups suspension percentages declined.
3. Continued targeted PBIS played in the decrease, these efforts were seen in the overall decrease and other student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Performance, Language proficiency and College/Career Indicator

Lakeview Leadership Academy's goal is to increase student performance across several key areas:

1: Increase Academic Proficiency

English Language Arts: Increase the percentage of students meeting or exceeding standards by 10% across all grade levels, with a minimum 5% increase for 11th grade

Math & Science: Increase proficiency by 6% across all grade levels

2: Improve College & Career Readiness

A-G Completion Rate: Maintain current rate of 60% (tracked via Data Quest Cohort Data)

College and Career Indicator (CCI): Increase from 46.6% to 52% (a 6% increase)

3: Support English Learners

Increase the number of students achieving Level 4 on the English Language Proficiency Assessments for California (ELPAC) by 5%

(ATSI School Eligible)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

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

CAASPP DATA CA Dashboard 2025

A) 7th Grade: ELA 78% Does not meet standards,(+3%); Math 84% Does not meet standards(+8.4%)

B) 8th Grade: ELA 76% Does not meet standards,(+7) Math 95% Does not meet standards(+1.47%), Science 91% Does not meet standards (+5%)

C) 11th Grade: ELA 39% Does not meet standards(+6), Math 86% Does not meet standards(+7.2), Science 79% Does not meet standards(+/-1%)

CDE dashboard CCI 2025

46.6% prepared

Internal data A-G 65%

EL data:

During the 24/25 school year, LLA had 150 EL students, 16% of the student population.

ELPI- English Learner Progress Indicator- 30% making progress toward English Language Proficiency

Lakeview Leadership Academy has carefully analyzed its 2024-2025 performance data from the California Dashboard and CDE reports, identifying significant areas requiring focused intervention and strategic action. While the data reveals persistent challenges, LLA has taken deliberate steps to address these gaps and support student success. The California Assessment of Student Performance and Progress (CAASPP) data for 2025 indicate substantial performance gaps across grade levels and content areas. In 7th grade, 78% of students do not meet standards in ELA, though this represents an increase of 3% from the previous year. In Math, 83% of 7th graders do not meet standards, showing a 8.4% improvement. Similarly, 8th-grade ELA performance shows 76% of students not meeting standards, a 7% increase. Math and Science in 8th grade show 94.5% and 91% of students not meeting standards, respectively, with science showing a 5% improvement. In 11th grade, ELA performance reveals 38% of students not meeting standards, a 6% improvement. Math and Science in 11th grade show 85.8% and 81% of students not meeting standards, respectively, with Math showing a 14.2% improvement.

These data points, while still indicating substantial need, also demonstrate measurable progress year-over-year, reflecting the impact of Lakeview's instructional improvement efforts. The College Career Indicator (CCI) shows that 46.6% of graduating seniors are prepared for college and career, representing meaningful growth. However, this contrasts with internal A-G completion data showing 65% of students meeting A-G requirements, indicating a gap between college eligibility and full college and career readiness.

During the 2024-2025 school year, Lakeview served 150 EL students, representing 16% of the total student population. The English Learner Progress Indicator (ELPI) shows that 30% of EL students are making progress toward English language proficiency, signaling the need for intensified support and targeted interventions.

Steps Taken to Improve Performance:

In response to this data, Lakeview Leadership Academy has implemented several strategic initiatives:

LLA has integrated research-based strategies, including AVID Focused Note Taking (FNT), Answer-Cite-Explain (ACE), Checking for Understanding (CFU), and Elements of Direct Instruction (DI) across all classrooms to increase rigor and student engagement in ELA and Math.

Data-Driven Collaboration: PLC-Teacher Collaborative teams meet biweekly during early release days to analyze disaggregated student data, identify learning gaps, and plan targeted reteaching and interventions aligned with Essential Standards. Teacher Collaborative teams also use release days to further align curriculum, review data, and plan next steps using real-time data.

LLA has established multiple RTI/Academic Success classes during the school day, with students assigned using NWEA/MAPs assessment data to carefully target students in the same RIT range to increase academic success. These classes provide dedicated time for remediation and skill-building in Math and ELA for 7th and 8th-grade students. Recognizing the need to improve EL outcomes, the school is expanding Bilingual Instructional Assistant support and providing professional development in second-language acquisition and culturally responsive instruction for teachers. LTEL students are also assigned to RTI/Academic Success classes during the school day to increase their opportunities to score a level 4 on ELPAC

The implementation of NWEA/MAP assessments enables systematic progress monitoring and longitudinal tracking of student growth, informing instructional adjustments and intervention planning. While Lakeview's 2024-2025 data reveals significant challenges, particularly in Math proficiency and EL progress, the year-over-year improvements in several areas demonstrate the effectiveness of the school's coordinated improvement efforts. By continuing to focus on data-driven instruction, collaborative professional learning, targeted interventions, and equitable support for all students—particularly English Learners and underperforming subgroups—Lakeview Leadership Academy is positioned to close achievement gaps and ensure all students graduate college and career-ready.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English Language Arts: % Standard Met or Exceed (CAASPP 2025)	<p>2024/2025 Meet or exceed Standards Grade 7=21.3% + 3 from 23/24 Grade 8 =24% +7% from 23/24 Grade 11=61% +6% from 23/24</p> <p>2023/2024 Meet or exceed Standards Grade 7=18% +/- 0 from 22/23 Grade 8 =17% -6% from 22/23 Grade 11=55% -11% from 22/23</p> <p>2022/2023 Meet or exceed Standards Grade 7=18% -5% from 21/22 Grade 8 =23% +5% from 21/22 Grade 11=66% +14% from 21/22</p>	<p>Grade 7 = 31%</p> <p>Grade 8 = 34%</p> <p>Grade 11= 61% +/-71%</p>
SBAC Mathematics: % Standard Met or Exceed (CAASPP 2025)	<p>2024/2025 Meet or exceed Standards Grade 7 = 16.7% +8.4% from 23/24 Grade 8 = 5.4% +1.4% from 23/24 Grade 11=14.28% +7.2% from 23/24</p> <p>2023/2024 Meet or exceed Standards Grade 7 = 8% +4% from 22/23 Grade 8 = 4% +/- 1 from 22/23 Grade 11=7% -4% from 22/23</p> <p>2022/2023 Meet or exceed Standards Grade 7 = 4% Grade 8 = 5% Grade 11 = 11%</p>	<p>Grade 7 = 23%</p> <p>Grade 8 = 11%</p> <p>Grade 13= 20%</p>
Science- CAST	<p>2024/2025 Meet or exceed Standards Grade 8= 9% +5% Grade 11= 21%</p> <p>2023/2024 Meet or exceed Standards Grade 8= 4% -4% Grade 11= 21% +5%</p> <p>2022/2023 Meet or exceed Standards Grade 8= 8% +/-0 Grade 11= 16% +9%</p>	<p>Expected Outcomes</p> <p>8th Grade =19%</p> <p>11th Grade = 31%</p>
ELA Indicator Schoolwide (CA School Dashboard)2025	<p>2025 Actual Outcome-- All Students -67 pts Below Standard Student Groups ORANGE- AA, English Learners, Hispanic, LTEL, SED, SWD, White</p>	<p>26/27 Goal 10 pts closer to the Distance from Standard All Students = -57 pts points below standard met</p>
Math Indicator Schoolwide (CA School Dashboard) 2025	<p>2025 Actual Outcome All Students -129 Below Standard Student Groups ORANGE- AAE, EL ,Hispanic, LTEL, SED, SWD</p>	<p>26/27 Goal 10pts closer to the Distance from Standard --All Students = -119 points below standard met</p>

A-G Completion Rate	<p>2024/2025 A-G 65% Hispanic 65% AA 60% SED % EL 50% CCGI 29.5% prepared Hispanic 31.4% SED 29.5%</p> <p>2023/2024 A-G 38% Hispanic 38.9% AA 37.5% SED 37% EL 20% CCGI 29.5% prepared Hispanic 31.4% SED 29.5%</p> <p>2022/2023 A-G 14/56=25%</p>	26/27 A-G Maintain A-G rates all student groups
ELPI 2025	<p>2024/2025 Actual Outcomes 33.6% 2023-2024 Actual Outcomes 31.9% +/-1% 27.1% decrease at least one level 41.4% maintained levels 1, 2, 3 1.1% maintained level 4 30.4% progressed at least one level.</p> <p>LTEs- 30.1% making progress</p>	<p>2024/2025 Expected Outcomes 36% +/-1% 22% decrease at least one level 35% progressed at least one level.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>To address these systemic inequities on CAASPP, CAST ELPI, A-G, and Graduation Rates, Lakeview Leadership Academy will implement the following strategic investments:</p> <p>We will increase BIA workdays from 5 hours to 6 hours. This aligns their schedule with Special Education staff, ensuring consistent, comprehensive daily support and signaling our institutional priority for EL student success.</p> <p>Targeted Professional Development: teachers and staff will participate in specialized training, including CAFE (California Association for Bilingual Education), QTEL (Quality Teaching for English Learners), collaboration with Curriculum and Instruction, culturally responsive instruction, PLC, AVID, and other professional development opportunities to strengthen content instructional strategies.</p> <p>Instructional Support: We will enhance our implementation of AVID and continue to provide</p>	<p>It is a schoolwide strategy with specific attention paid to the following subgroups: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White</p>	<p>62551 Title I 5000-5999: Services And Other Operating Expenditures Cost of training, various PD, lodging, flight, travel, meals-</p> <p>30000 Title I 2000-2999: Classified Personnel Salaries AVID tutors salaries</p> <p>10000 Title I 2000-2999: Classified Personnel Salaries Subs for Classified staff -</p> <p>25000</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>AVID tutors, 7th-grade lead teachers for Social Science and Science, curricular-based study trips, and student-centered learning spaces like standing desks and outside tables.</p> <p>We will continue to peer/peer observations, Learning Walks, Data Release days, and lesson studies, and utilize model teachers to enhance collaborative instructional practices.</p> <p>LCAP Goal 704E</p>		<p>Equity multiplier 1000-1999: Certificated Personnel Salaries AVID 1/7th</p> <p>30000 Equity multiplier 2000-2999: Classified Personnel Salaries Salary, additional hours for bilingual assistants</p> <p>30000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Cost for Professional Learning opportunities to support academic achievement, including flight, hotels, mileage, and registration.</p> <p>6000 Equity multiplier 1000-1999: Certificated Personnel Salaries 7th Grade Lead teachers to support department chairs</p> <p>52000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Contracts - teacher collaboration ie Solution Tree</p>
1.2	<p>LLA will support academic achievement by using support contracts, supplemental materials, increasing the library and classroom literacy collection, technology, and software to improve math, ELA, EL, and Science instruction to improve student academic performance and success in all classes. As well as increase student academic engagement by increasing access to college/career exploration programs for ALL students</p> <p>LCAP Goal 707E</p>	<p>It is a schoolwide strategy with specific attention paid to the following subgroups: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White</p>	<p>20000 Title I 5000-5999: Services And Other Operating Expenditures Other Operating Expenditures Digital online supplemental instructional resources</p> <p>20000 Title I 4000-4999: Books And Supplies Books and supplies- increase library collection and other classroom literacy supplies.</p> <p>69000 Equity multiplier 5000-5999: Services And Other Operating Expenditures</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Web-based/online data collection platforms and technology resources .. NWEA, IXL, Freckle, etc
1.3	To better serve all students—including those in the SPED and EL programs not meeting CAASPP, CAST, or ELPAC benchmarks—LLA will implement the following: Expanded Tutoring: Supplemental sessions during the day, before or after school for students in the Red, Orange, and Yellow dashboard categories. RTI/Academic Support Labs: Integrated math and literacy labs scheduled during the school day. Instructional Leadership: Release time for the SPED Department Chair to facilitate teacher coaching and student intervention. LCAP Goal 707E	AA, Hispanic, White, SED, EL, SWD, LTEL	60000 Equity multiplier 1000-1999: Certificated Personnel Salaries Certificated teachers to teach on their prep, intervention teachers to support RTI and tutoring.
1.4	Instructional support and strategies, Data release time for Math, ELA, SPED, and EL teachers to analyze achievement data and develop skill gaps lessons to meet the needs of students in the Red, Orange, and Yellow. Teachers will use a data collection platform to collect, analyze, and create lessons based on skill gaps. LCAP Goal 703 E	AA, Hispanic White, SED, EL, LTEL, SWD	25000 Equity multiplier 1000-1999: Certificated Personnel Salaries Extra Duty, Release time, and sub coverage for Data release days, lesson studies, ILT, Guiding Coalition, peer coaching, learning walks, and other instructional supports.
1.5	LLA will use a part-time intervention counselor, data coach, and intervention Assistant Principal to increase A-G, SST follow up, and school connectedness support teachers and students to increase academic and SBAC growth. LCAP Goal 703 E	AA, Hispanic, White, SED, EL, LTEL	65000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Intervention counselor 210000 Equity multiplier 1000-1999: Certificated Personnel Salaries Intervention Assistant Principal
1.6	LLA will provide incentives, academic recognition, study trips and reinforcement for student growth and creating a college/career going culture. LCAP Goal 708 E	AA, Hispanic, SWD, EL, White	67000 Equity multiplier 4000-4999: Books And Supplies recognition, supplies for academic growth 39710 Equity multiplier 5000-5999: Services And Other Operating Expenditures Study trips

Annual Review

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

Analysis

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

LLA made a concerted effort to give to monitor achievement data throughout the year. The intentional focus allowed teachers to plan and reteach lessons based on student need and identified skills gaps. LLA teachers were an active part of the PLC process, to that end teams developed SMART GOALS, the school created a new mission and vision statement, more emphasis was placed on data driven outcomes. Our efforts yeilded growth on the SBAC, CAST and EL progress

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

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

No major changes will be made to this goal

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Increase Equitable Practices-- Student engagement/Absenteeism

Decrease chronic absenteeism across all groups and grade levels by 4%.

Increase student engagement and connectedness as measured by the Fall and Spring Panorama survey

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

CDE Dashboard- Chronic Absenteeism

All students, 29.7%, a 1.1% increase

6 student groups in the Red: AA, Hispanic, Two more races, SED, SWD, White - down from 8 student groups in 23/24, decreased attendance

1 student group in Orange, Homeless

2 student groups in Yellow: LTEL, English Learners

Panorama Data Suggest:

Spring Panorama 25 Data:

45% of students have a good teacher-student relationship.

44% of students feel a sense of belonging

49% of students feel they have knowledge and fairness of discipline, rules, and norms

58% feel safe

Lakeview Leadership Academy (LLA) has implemented a multi-tiered approach to reduce chronic absenteeism and foster a culture of daily attendance. In addition to formal School Attendance Review Team (SART) and Board (SARB) meetings, the school utilizes the following expanded strategies:

Targeted Mentorship: Staff actively monitor a "priority list" of students within the manageable range (approaching chronic status). These students receive 1-on-1 mentoring, and they use personalized attendance logs to track progress, set attainable goals, and family outreach phone calls

Proactive Family Engagement: Our Family Engagement Liaisons leverage ParentSquare to send consistent, educational messaging regarding the correlation between attendance and academic success, while also conducting wellness checks to identify barriers to attendance.

Positive Incentives: To shift the focus toward celebrating attendance, LLA will begin to implement PBIS incentives, such as "Attendance awards and school-wide challenges that reward improved and perfect attendance.

Data-Driven Interventions: The MTSS (Multi-Tiered System of Support) team regularly reviews attendance trends to provide early intervention for at-risk subgroups, including the use of "extra duty" staff to provide intensive support for Tier II and Tier III students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard 2025	24-25- 29.7% increase of 1.1% 23-24-: 28.6% for all students	25% all students
CDE Dashboard 2025	24-25- African American 45.8% increase 2.2% 23-24-African American 43.6%	African American 40%
CDE Dashboard 2025	24-25- Two more races 43.8% increase 5.9% 23-24 - Two More Races- 37.8%	Two or More Races 40%
CDE Dashboard 2025	24-25 SED 31.5% increase 2.9% 23-24- SED 28.6%	SED 25%
CDE Dashboard 2025	24-25 SWD 36.1% increased 2%	SWD 31%
CDE Dashboard 2025	24-25 White 38.3% increased 7% 23-24- White 31.3%	White 26%
CDE Dashboard 2025	24-25 Hispanic - 23.5%	Hispanic 18.5%
CDE Dashboard 2025	24-25 Homeless- 47.2% decrease 7.6% 23-24- Homeless- 54.8%	Homeless 42%
CDE Dashboard 2025	24-25 LTEL 18.15 decrease 6.2% 23-24 LTEL-24.3%	LTEL 12%
CDE Dashboard 2025	24-25- EL 18.2% Decrease 5.7% 23-24 EL-23%;	EL 12% and

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	To boost engagement and attendance, we are implementing a diverse array of instructional programs, including study trips, attendance recognition and social-emotional learning (SEL) initiatives designed to foster engagement and school connectedness. Additionally, the PBIS team will meet regularly, utilizing a dedicated teacher-on-prep to analyze data and optimize our school-wide Multi-Tiered System of Support (MTSS).	It is a schoolwide strategy with particular attention paid to the following subgroups: Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, two/more races. Data will determine the appropriateness of these subgroups being included.	10000 Title I 1000-1999: Certificated Personnel Salaries extra duty 33000 Title I 5000-5999: Services And Other Operating Expenditures Cost for transportaton, entry fees and other expenses to support PBIS 15000 Equity multiplier 4000-4999: Books And Supplies Attendance Recognition

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	To improve student attendance, LLA will increase parent communication by utilizing technology to track and collect positive incentive points for students. We will continue to implement a tiered monitoring system (MTSS) by utilizing school staff and certificated teachers working during during their prep-before or afterschol to monitor student attendance and set goals. LCAP Goal 704E	It is a schoolwide strategy with particular attention paid to the following subgroups: Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, two/more races. Data will determine the appropriateness of these subgroups being included.	10000 Equity multiplier 2000-2999: Classified Personnel Salaries Classifiied staff extra duty to support student connectedness. 25000 Equity multiplier 1000-1999: Certificated Personnel Salaries Teacher Extra Duty 7500 Title I 5000-5999: Services And Other Operating Expenditures Supplies, software to support schoolwide implementation of MTSS

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

LLA experienced an increase to chronic abseeteism which contributes to students not feeling connected to school.

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

A major change to the plan to decrease chronic absenteeism is to utilize teachers to support connectedness and monitor attendance. Goal 2.2

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Increase Equitable Practices-- Conditions and Climate, Suspension Rate

Lakeview Leadership Academy will decrease its suspension rate by 3% for all students and student groups in the Orange, as measured by CDE dashboard data

Increase the percent of students who feel safe and have knowledge of discipline, rules and norms as measured by the Fall and Spring Panorama survey

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

2025 Dashboard data indicates 10% of all students at Lakeview were suspended at least once. There are 2 student groups in the Orange: Homeless and Two or more races. 4 student groups in Yellow: AA, Hispanic, SED, and SWD

Internal Suspension Data 25/26 (data is from end of 24/25 SY)

166 total suspension down from 284

7th/8th grade - account for 156 down from 264 suspensions (94%)

105 different students were suspended at least once-- down from 189

52.4%-AA students account for suspensions (87/166)

19% of Students with disabilities account for suspensions (32/166)

4.7% of EL students suspended (7/192)

2.4% of Foster Youth were suspended at least once (7/284)

24.5% of Hispanic students account for suspensions (98/284)

6% of White students account for suspensions (17/284)

197 suspensions for fighting or assault

11 Expellable offense suspensions

16 different EdCodes were violated

Data from the Spring 25 Panorama Data indicate the following school-connectedness areas were surveyed:

Knowledge and fairness of Discipline, Rules, and Norms 61% 49% -12% from 2024

Safety 58% +5 from 2024

Lakeview Leadership Academy (LLA) has implemented a multi-tiered approach to reduce suspension rates and create a safe learning environment. To continue to increase equitable practices and reduce the suspension rate, LLA will continue to use a robust MTSS chart, which serves as the data collection element of our PBIS teams. We have Tier I and Tier II/III teams that meet regularly to analyze real-time behavioral data, identify trends among specific student groups, and deploy targeted interventions.

Our commitment to this framework has already yielded significant results. As of the 2025-26 school year, we have successfully reduced total suspensions from 284 to 166, a nearly 42% decrease in overall suspensions. This improvement is particularly evident in our 7th and 8th-grade students and reflects a broader trend of moving student groups out of the "Red" performance category on the CDE Dashboard and into "Yellow" or "Orange."

To sustain this momentum, our MTSS teams focus on several key pillars:

Tier I (Universal Support): We are fostering a positive school climate through the Unity Program, which prioritizes relationship-building between staff and students. Additionally, we are rebranding campus aesthetics and logos to instill a stronger sense of school pride and belonging.

Tier II & III (Targeted Intervention): For students requiring more intensive support, we have integrated specialized personnel, including a BCBA (Board Certified Behavior Analyst) and dedicated teacher support during prep periods. We also facilitate Boys/Girls mentoring groups to address the social-emotional needs of student groups who historically face higher suspension rates, such as our African American, Homeless, and Students with Disabilities populations.

Professional Growth: LLA is investing in comprehensive staff training focused on Restorative Practices, trauma-informed instruction, and Equity and Inclusion. This ensures that our discipline remains instructional rather than merely punitive. Recognizing that equity extends beyond the classroom, we have increased Parent Involvement through specialized workshops and professional development. By aligning our internal MTSS efforts with home support, we are creating a unified front to ensure every student feels safe, valued, and empowered to remain in the learning environment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Calculation - 2025 Dashboard	2024-2025: All Students 10% suspended at least once: Schoolwide- Yellow 2023-2024: All Students 16.2% suspended at least once- Schoolwide - RED	Reduce to 5% suspended at least once for all students
4) Suspension Rate Calculation - Homeless 2025 Dashboard	2024-2025: Homeless suspended at least once 13.2%- ORANGE 2023-2024- Homeless suspended at least once 30%	Reduce to 8% suspended at least once

5) Suspension Rate Calculation- Two/more races 2025 Dashboard	2024-2025: Two/more races suspended at least once 13.6%- ORANGE 2023-2024- Two/more races 27.1% suspended at least once-Orange	Reduce to 8% suspended at least once.
2) Suspension Rate Calculation - African American 2025 Dashboard	2024-2025: AA 24% suspended at least once - YELLOW 2023-2024: AA 34.9% suspended at least once RED 2022-2023 - African American 33.9% suspendend at least once- RED 2021-2022: African American 28.9% suspended at least once	Reduce to 19% suspended at least once-
1) Suspension Rate Calculation - :Socially Economically Disadvantaged 2025 Dashboard	2024-2025: SED 10.5% suspended at least once Yellow 2023-2024: Long Term English Learners 10.9% suspended at least once RED	Reduce to 5%
3) Suspension Rate Calculation - Students with Disabilities 2025 Dashboard	2024-2025: SWD-12.4% suspended at least once YELLOW 2023-2024: SWD-20.9% suspended at least once RED	Reduce to 7% suspended at least once
6) Suspension Rate Calculation - Hispanic 2025 Dashboard	2024-2025: Hispanic suspended at least once 6.3%- YELLOW	<3% suspended at least once

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Lakeview Leadership Academy aims to decrease suspension rates through the following strategic supports: Specialized Personnel: Integration of a BCBA and dedicated teacher support during prep periods for high-need (Tier II/III) students. School staff Mentorship: Partnerships with outside agencies to foster positive behavior development. LCAP Goal 704E	All student groups, with special attention being addressed for our Homeles, two.more races, African American, SED, SWD.	40000 Title I 5800: Professional/Consulting Services And Operating Expenditures Boys/Girls mentoring groups (Tier II) 190000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures BCBA
3.2	Lakeview Leadership Academy will strengthen its school climate and address the root causes of disciplinary actions (specifically fighting and substance use) through a dual approach of behavioral support and environmental rebranding: Professional Development: Provide ongoing training for staff and students in Restorative Justice practices, trauma-informed care, and research-based behavioral interventions.	All student groups, with special attention being addressed for our Homeless, two/more races African American, SWD.	14000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Professional development opportunities for staff and students on researched inclusion learning to include travel, registrations, and mileage

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Equitable Training: Comprehensive resources for staff and students in restorative practices, trauma-informed instruction, and DEI (Diversity, Equity, and Inclusion), with a focus on supporting students of color and low-income households.</p> <p>MTSS/PBIS Framework: Maintain a robust Multi-Tiered System of Supports to identify behaviors early and provide tiered interventions.</p> <p>Student Recognition & Connection: Implement a comprehensive student recognition program to celebrate positive behaviors and academic growth.</p> <p>Campus Revitalization: Rebrand the school mascot/logos with updated, visible logos to instill school pride; develop purposeful indoor and outdoor learning spaces to improve the physical environment and foster a sense of belonging.</p> <p>LCAP Goal 710E</p>		<p>6000 Equity multiplier 1000-1999: Certificated Personnel Salaries Extra duty PBIS coordinator</p> <p>92000 Equity multiplier 4000-4999: Books And Supplies Supplies, resources to rebrand and recognition, indoor outdoor learning spaces</p>
3.4	<p>Parent Involvement resources will be provided to increase parental participation through, refreshments, workshops and professional development opportunities.</p>	<p>All student groups, with special attention being addressed for our African American and Students with Disabilities.</p>	<p>13633 Title I 5800: Professional/Consulting Services And Operating Expenditures Parent involvement PD opportunities</p> <p>10700 Title I 5000-5999: Services And Other Operating Expenditures Purchase order for light refreshments for parent meetings</p> <p>7000 Title I 2000-2999: Classified Personnel Salaries Classified extra duty- parent meeting, support, translation, etc</p>
3.5	<p>Continue to implement the Unity Program to support student SEL and behavioral development. The Unity program fosters relationship-building between staff and students and provides time for professional and student development opportunities to be coordinated. The Unity program offers outside camp opportunities for team building, school culture, and leadership opportunities.</p> <p>Provide supplies for the development and implementation of Unity and an on-site Unity coordinator.</p> <p>LCAP Goals 701E, 704E, 710E</p>	<p>All student groups, with special attention being addressed for our African American, LTELs, two/more races, SWD.</p>	<p>65000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Contracts for student camp-Unity Camp</p> <p>50000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Transportation and mileage for ex. Unity Camp, CADA, and other student leadership/empowerment opportunities</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			7000 Equity multiplier 1000-1999: Certificated Personnel Salaries Extra Duty Unity Coordinator

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

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

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

No major changes will be made to this goal.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$204,936.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,417,094.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$264,384.00

Subtotal of additional federal funds included for this school: \$264,384.00

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

State or Local Programs	Allocation (\$)
Equity multiplier	\$1,152,710.00

Subtotal of state or local funds included for this school: \$1,152,710.00

Total of federal, state, and/or local funds for this school: \$1,417,094.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
After School and Education Safety (ASES)	130,797.00	130,797.00
Title I	425,602.00	161,218.00

Expenditures by Funding Source

Funding Source	Amount
Equity multiplier	1,152,710.00
Title I	264,384.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	374,000.00
2000-2999: Classified Personnel Salaries	87,000.00
4000-4999: Books And Supplies	194,000.00
5000-5999: Services And Other Operating Expenditures	336,461.00
5800: Professional/Consulting Services And Operating Expenditures	425,633.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity multiplier	364,000.00
2000-2999: Classified Personnel Salaries	Equity multiplier	40,000.00
4000-4999: Books And Supplies	Equity multiplier	174,000.00
5000-5999: Services And Other Operating Expenditures	Equity multiplier	202,710.00
5800: Professional/Consulting Services And Operating Expenditures	Equity multiplier	372,000.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I	47,000.00

4000-4999: Books And Supplies	Title I	20,000.00
5000-5999: Services And Other Operating Expenditures	Title I	133,751.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	53,633.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	821,261.00
Goal 2	100,500.00
Goal 3	495,333.00

School Site Council Membership

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

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

Name of Members	Role
Felicia Limbrick	Principal
Deidra Edwards	Other School Staff
Jason Olmstead	Other School Staff
Madelyn Chavez	Other School Staff
Roosevelt Cook	Classroom Teacher
Cynthia Gemel	Classroom Teacher
Parker Rockcole	Secondary Student
Benjamin Jackson	Secondary Student
Stehpany Whately	Secondary Student
	Parent or Community Member
Ana Perez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee
	Other: 1. SSC Community Member signature -

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

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

This SPSA was adopted by the SSC at a public meeting on 4/23/26.

Attested:

	Principal, Felicia Limbrick on 4/24/26
	SSC Chairperson, Dr. Deidra Edwards on 4/27/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix 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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