School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Laguna Beach High School	30-66555-3033206	5/19/26

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School Vision and Mission

Our mission is to maximize learning for very student in a supportive and caring environment to ensure that upon graduation, all students are ready for college, career, and global citizenship.

School Profile

Laguna Beach High School is part of the Laguna Beach community. Sloping down the coastal hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates toward its students. The Laguna Beach Education Foundation (SchoolPower) was created by the community to provide additional funds to the District to support school programs and activities. Laguna Beach High School serves students in grades nine through twelve on a traditional school calendar.

The mission of Laguna Beach High School is to maximize learning for every student in a supportive and caring environment to ensure that, upon graduation, all students are ready for college, career, and global citizenship. Our school has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School.

In 2025-2026, 820 students were enrolled at the school. The student population consisted of 17% socioeconomically disadvantaged, 1% English learners, and 9% students with disabilities. LBHS student population is 11% Hispanic, 5% Asian, 73% white, 8% two or more races, and 2% other races. The LBHS team of educators aims to provide relevant learning experiences to all students during their time here.

Evaluation and Impact of Previous Year's SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement.

Performance Goal #1: Use relevant topics by grade level to engage, prepare, and connect students to post secondary opportunities. Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Yes - 82% of students report on 24/25 LCAP Survey relevant and engaging learning activities. Student engagement and preparation were increased in the 25/26 school year. Increased communication for post-secondary exposure through ParentSquare by both our LBHS Counseling Instagram account and College & Career Center ParentSquare opportunities all contributed to meeting the goal. We were able to increase our student participation in our career pathway programs (42% of students) and maintain our pathway completer numbers with overall declining enrollment; roughly 27% of our senior class has completed at least 1 career pathway program. 100% of the teaching staff participated in teacher-led reflective learning walks focused on student engagement. District-wide efforts focused on the Portrait of a Graduate and more individualized learning experiences for students.
Performance Goal #2: Implement systems of support for student wellness. Including access to supports and services provided on the LBHS campus. Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Yes - the 25-26 school year began with a counseling needs assessment given to all students, with an 86% response rate. This helped guide the counseling staff in their work for the year targeting executive functioning, the inclusion of all learners, and support for marginalized and underrepresented student groups through Tier 1 and Tier 2 efforts. With

regular and ongoing needs assessments provided to students, the counseling team, including the student support staff will continue to reflect and refine the services and supports provided to students. This will include exploring additional ways to maximize individual and group student contact as well as enhance the current wellness facilities. We continue to see an increase in counseling contacts (100% of students had at least 2 contacts during the 25/26 school year). We are making intentional outreach to students and families regarding academic planning. Counselors met together with each student, once each semester leading to 100% of our students with a 4-yr academic plan in place during registration.

Performance Goal #3: Strengthening school-wide Multi-Tiered System of Supports (MTSS) practices by building a common understanding, assessing current practices, identifying areas of growth, and developing collective actions to improve our framework.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes -

In the 25-26 school year. significant interventions and supports were provided through the assignment of MTSS TOSA periods, covering attendance, ELA, Math, tutorial, and academic support, in addition to an increased teacher engagement and participation in the utilization of the multiple assessment measures to collect and analyze student progress monitoring data multiple times throughout the year, providing individualized lessons targeting areas of need, and monitoring growth for our at-promise students. 100% teacher utilization of priority/prescribed tutorials for academic support. Improved and refined our MTSS Systems through collaboration with all staff, district staff to classroom instruction and teachers, focusing on all 3 tiers of support in academics, attendance, and student wellness/behavior. Continued to partner with the district staff to utilize and improve the data repository systems.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Discussed school goals with district leadership in the fall and spring. Department chairs, whole staff, School Site Advisory Council were also consulted and contributed throughout the school. The School Site Advisory Council met on May 19, 2026 to help analyze student outcomes and review the SPSA. In addition, on-going and regular reviews will occur as appropriate, with various stakeholder groups.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.23%	0.12%	0.12%	2	1	1
African American	0.79%	0.37%	0.49%	7	3	4
Asian	5.32%	5.64%	5.00%	47	46	41
Filipino	1.25%	1.35%	1.22%	11	11	10
Hispanic/Latino	12.00%	11.29%	11.34%	106	92	93
White	71.69%	72.88%	72.44%	633	594	594
Two or More Races	7.70%	8.22%	9.15%	68	67	75
Not Reported	1.02%	0.12%	0.24%	9	1	2
			Total Enrollment	883	815	820

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	219	187	189
Grade 10	208	212	197
Grade 11	204	220	222
Grade 12	252	196	212
Total Enrollment	883	815	820

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	12	14	10	1.4%	1.7%	1.2%
Fluent English Proficient (FEP)	82	74	79	9.3%	9.1%	9.6%

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 11	246	196	217	229	192	208	229	192	208	93.1	98	95.9
All Grades	246	196	217	229	192	208	229	192	208	93.1	98	95.9

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 11	2672.	2683.	2668.	49.34	52.60	51.92	34.93	34.90	27.40	9.61	11.46	12.50	6.11	1.04	8.17
All Grades	N/A	N/A	N/A	49.34	52.60	51.92	34.93	34.90	27.40	9.61	11.46	12.50	6.11	1.04	8.17

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 11	46.29	51.04	43.27	45.85	43.75	48.08	7.86	5.21	8.65
All Grades	46.29	51.04	43.27	45.85	43.75	48.08	7.86	5.21	8.65

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 11	47.60	55.21	47.12	44.98	41.67	45.19	7.42	3.13	7.69
All Grades	47.60	55.21	47.12	44.98	41.67	45.19	7.42	3.13	7.69

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 11	22.71	20.83	29.81	72.49	77.08	66.35	4.80	2.08	3.85
All Grades	22.71	20.83	29.81	72.49	77.08	66.35	4.80	2.08	3.85

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 11	43.23	39.58	38.94	52.40	57.29	53.85	4.37	3.13	7.21
All Grades	43.23	39.58	38.94	52.40	57.29	53.85	4.37	3.13	7.21

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 11	246	196	217	235	186	205	235	186	205	95.5	94.9	94.5
All Grades	246	196	217	235	186	205	235	186	205	95.5	94.9	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2637.	2675.	2656.	30.21	39.78	31.71	19.57	26.88	27.80	28.51	19.89	23.41	21.70	13.44	17.07
All Grades	N/A	N/A	N/A	30.21	39.78	31.71	19.57	26.88	27.80	28.51	19.89	23.41	21.70	13.44	17.07

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 11	31.49	40.32	30.24	41.70	46.77	52.20	26.81	12.90	17.56
All Grades	31.49	40.32	30.24	41.70	46.77	52.20	26.81	12.90	17.56

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 11	31.06	43.55	38.54	55.32	48.39	53.17	13.62	8.06	8.29
All Grades	31.06	43.55	38.54	55.32	48.39	53.17	13.62	8.06	8.29

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 11	27.66	34.95	32.20	60.00	55.91	56.59	12.34	9.14	11.22
All Grades	27.66	34.95	32.20	60.00	55.91	56.59	12.34	9.14	11.22

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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
9	*	*	*	*	*	*	*	*	*	*	5	4
10	*	*	*	*	*	*	*	*	*	*	6	4
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										9	13	12

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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	53.85	25.00	*	30.77	33.33	*	0.00	8.33	*	15.38	33.33	*	13	12

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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	76.92	41.67	*	7.69	16.67	*	0.00	8.33	*	15.38	33.33	*	13	12

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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	30.77	25.00	*	38.46	33.33	*	15.38	25.00	*	15.38	16.67	*	13	12

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	30.77	0.00	*	53.85	58.33	*	15.38	41.67	*	13	12

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	84.62	66.67	*	0.00	0.00	*	15.38	33.33	*	13	12

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	38.46	33.33	*	38.46	33.33	*	23.08	33.33	*	13	12

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.38	8.33	*	69.23	91.67	*	15.38	0.00	*	13	12

School and Student Performance Data

Student Population

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.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
815	**17.3%**	**1.7%**	**0.0%**
Total Number of Students enrolled in Laguna Beach High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	1.7%
Foster Youth	0	0.0%
Homeless	3	0.4%
Socioeconomically Disadvantaged	141	17.3%
Students with Disabilities	73	9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4%
American Indian	1	0.1%
Asian	46	5.6%
Filipino	11	1.3%
Hispanic	92	11.3%
Two or More Races	67	8.2%
Pacific Islander	0	0.0%
White	594	72.9%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Blue	**Suspension Rate**  Green
Mathematics  Green		
English Learner Progress  No Performance Color		
College/Career  Blue		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
86.1 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 14 points	6 Students	2 Students
205 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	32.5 points above standard
	2 Students	Declined 55 points
		44 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
56.9 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 53.7 points	2 Students	
19 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
155.7 points above standard	Fewer than 11 students - No Data for Privacy	46.4 points above standard
Increased 41.3 points	3 Students	Declined 24.4 points
11 Students		25 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
97.4 points above standard	0 Students	84.1 points above standard
Declined 37.7 points		Declined 18.1 points
22 Students		143 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
30 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 17.6 points	6 Students	2 Students
202 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	47.7 points below standard
	2 Students	Declined 84.9 points
		44 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
209.9 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 111.9 points	2 Students	
19 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
123 points above standard	Fewer than 11 students - No Data for Privacy	39.4 points below standard
Increased 19.8 points	3 Students	Declined 44.5 points
11 Students		24 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
57.5 points above standard	0 Students	25.7 points above standard
Declined 59.8 points		Declined 9.9 points
22 Students		142 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Science

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
63.8 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 3.2 points	6 Students	3 Students
208 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	56.8 science points
	3 Students	Declined 6.6 points
		44 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
36.4 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 9.9 points	3 Students	
20 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
76.6 science points	Fewer than 11 students - No Data for Privacy	60.2 science points
Increased 2.1 points	3 Students	Increased 2.9 points
11 Students		25 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
72.3 science points	0 Students	61.9 science points
Declined 3.6 points		Declined 3.9 points
22 Students		146 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 8 Students	Number Students: 4 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**

Conclusions based on this data:

1.

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.

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



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
Prepared 82.8%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.5%	5 Students	3 Students
198 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 72.7%
1 Student	2 Students	Increased 8.5%
		66 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
Prepared 35%	Fewer than 11 students - No Data for Privacy	0 Students
Increased 5.4%	2 Students	
20 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Prepared 93.8%	Fewer than 11 students - No Data for Privacy	Prepared 69.2%
Increased 22.3%	3 Students	Declined 5.1%
16 Students		26 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Prepared 100%	0 Students	Prepared 82.9%
Increased 5.9%		Increased 4.2%
11 Students		140 Students

Conclusions based on this data:

1.

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Blue 98% graduated Declined 1.6% 198 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Blue 95.5% graduated Declined 3.3% 66 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
95% graduated	Fewer than 11 students - No Data for Privacy	0 Students
Declined 5%	2 Students	
20 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
93.8% graduated	Fewer than 11 students - No Data for Privacy	96.2% graduated
Declined 6.3%	3 Students	Declined 1%
16 Students		26 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
100% graduated	0 Students	98.6% graduated
Maintained 0%		Declined 1.4%
11 Students		140 Students

Conclusions based on this data:

1.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	1

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	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
1.9% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.3%	Maintained 0%	9 Students
834 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.5% suspended at least one day
1 Student	6 Students	Declined 0.8%
		161 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
4.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 3%	4 Students	1 Student
84 Students		

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
2.1% suspended at least one day	9.1% suspended at least one day	2.1% suspended at least one day
Maintained 0%	Increased 9.1%	Maintained 0.2%
47 Students	11 Students	96 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Green
0% suspended at least one day	0 Students	2% suspended at least one day
Maintained 0%		Declined 0.6%
68 Students		607 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 - Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 1

Use relevant topics by grade level to continue to engage, prepare, and connect students to post secondary opportunities.

Identified Need

Students need support in researching and navigating college and career opportunities. They will also need support in navigating cost analysis and scholarship opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE course enrollment	25/26 401 students (49%, 3% decrease)	5% increase in enrollment
CTE pathway completion	25/26 - 98 pathway completers (29% increase)	5% increase in pathway completion
Individual and or group counselor/student meetings to complete 4-year plan.	4 year plan completion in Aeries Academic Plan -100% completion rate	100% student 4 year plan completion
Students in agreement that they participate in relevant & challenging learning activities	82% of total students agree 25/26	maintain 80%+ student agreement in annual surveys
Students meet UC/CSU A-G eligibility requirements	24/25 87% of students met A-G requirements	Maintain overall eligibility but improve subgroup (referenced in Goal 3)
Students complete at least one indicator for College & Career	Dashboard reflects 75.4% overall, socioeconomically disadvantaged (60.5%,decrease of 1%) and Hispanic/Latino (71%, increase of 16%).	Improve socioeconomically disadvantaged subgroup data by 5%
Increase student achievement to the Standards Met or Standards Exceeded level on the CAASPP math assessment.	60% of LBHS 11th grade students achieved a score of Standards Met or Exceeded in 24/25	65% of 11th graders will achieve a Standards Met or Standards Exceeded level as measured by the CASSPP math assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student attendance to College and Career Center presentations and events	714 individual student meetings in 24/25 (2% increase) Tutorial Events related to C&C opportunities	5% increase in student participation through ongoing events

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Increase counselor/student touchpoints through various group and individual opportunities.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

9th grade students

Action/Service

Counselors present and connect with all freshman students in Health class (grad requirement, a-g requirements, getting involved).

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

10th Grade students

Action/Service

Counselors present and connect with sophomore students to encourage career exploration and academic planning.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 4

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

11th grade students

Action/Service

Counselors present and connect with Junior students with an emphasis on linking the career exploration and academic planning to their post-secondary goals.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 5

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

12th grade students

Action/Service

Counselors present and connect with senior students to solidify their post-secondary plans and support their self-care strategies in preparation for their future.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 6

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

All students

Action/Service

Counselors and Specialists will communicate and promote CCA, CTE, & Dual Enrollment opportunities through course registration.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2 - Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

School Goal 2

Use relevant data to implement & monitor systems of support for student wellness. Refine student awareness and access to supports and services provided on the LBHS campus.

Identified Need

Actively monitor how students access supports and what outcomes the services provided.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students accessing supports and students who meet goals/resolve throughout year with individual counselors.	88% of counseling services are direct services. 18% of counseling services are indirect (24/25)	Maintain direct services at 75-85% and indirect services at 15-25%.
Counselors providing services based on student-reported needs	Annual counseling needs assessment completed within the first 6 weeks of school. 24/25 student response rate 88%.	80% student response rate
All students met with their counselors at least one time each semester.	All students met with their counselors at least one time each semester.	All students (100%) will meet with their counselor 1:1 minimally once per semester.
Students in agreement that supports are available to address social-emotional needs	91% of students agree with this statement (2.1% growth in 25/26)	Maintain through ongoing support via counselors
Students attending executive functioning or self-regulation interventions who improve their grades to C or higher	36 unique students during the 2025/2026 school year (58% decrease in D/F grades)	50% decrease in D/F grade marks for participating students.
Chronic Absenteeism	Attendance data monitoring (10.5% of students chronically absent in 24/25 - EOY Aeries Analytics)	Decrease rate of chronic absenteeism to under 10% as measured by Aeries Analytics chronic absentee rate.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Provide ongoing communication in regards to the access of services via counseling online scheduling for service requests.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

School-wide Naviance rollout and implementation for all students in group grade level meetings.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Update annually and distribute the counseling needs assessment to better understand student needs.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 4

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Counselors will meet 1:1 with students each semester.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 5

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Provide monthly proactive Social-Emotional Learning and Equity lessons to all students through monthly tutorial opportunities.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 6

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

Underrepresented student populations & All students

Action/Service

Through continued partnership with our district consultant and community partnerships, build student capacity in allyship and brave conversations and provide drop-in service and support group offerings.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3 - Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

School Goal 3

Strengthening school-wide Multi-Tiered System of Supports (MTSS) practices by building a common understanding, assessing current practices, identifying areas of growth, and developing collective actions to improve our framework around diversity, equity, and inclusion as it relates to student academic, social-emotional, and behavioral needs.

Identified Need

To better support the collective and individual needs of students and provide supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase A-G eligibility of students designated as RFEP or IEP supported.	Total IEP/RFEP = 62% 24/25 Senior EOY (35% IEP/86% RFEP)	At least 50% of student ideitified as SWD and RFEP meet A-G eligibility requirements
Multiple Measure Assessments	Using multiple measure data for student intervention group placement and targeted academic intervention	25% of students exited from targeted/prescriptive intervention
Tutorial Supports	1x/weekly department-specific prescriptive/priority tutorial support across all subject areas	1x/weekly department specific prescriptive/priority tutorial supports across all subject areas with increased focus on the targeted/prescriptive intervention and support.
MTSS D/F grade monitoring	Grade monitoring at 6-week mark of 24/25 school year (24/25 Fall - 47% Spring - 60%)	50% reduction in D/F marks from week 6 progress to end of semester
Students report feeling connected while at school	91% of students feel safe at school, 87% of students reporting a positive environment, 91% report having at least 1 adult on campus who supports them, 87% of students report staff	maintain students' feeling of safety at school. ongoing improvement of student's perception for diversity, equity, and inclusion.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	support diversity, equity, and inclusion	
Department standards-aligned pacing guides	Informal pacing guides - LRT	100% departments adopt and implement guides by Spring 2026
Shared instructional strategies including PLC data cycles	Informal implementation - LRT	Teachers and PLCs demonstrate consistent use of pacing guides and student data analysis to make data-driven instructional adjustments - Purple Tutorial utilization - LRT
Consistent improvement in student-reported engagement as evaluated via LCAP student survey results.	Student LCAP Survey Data 25/26- Goal Setting - 67%, Student Choice - 52%, Questioning - 81%, Strengths & Interest - 65%	3% improvement across the engagement metrics

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Bi-Weekly MTSS meetings discussing specific students attendance, academic and social emotional needs and identifying interventions to implement to support student success.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 2

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Using multiple measure to identify targeted intervention and support.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Continuing professional development with staff around multiple-measure utilization, ongoing conversations around Learner Profile, classroom interventions, and areas of focus by department and continued opportunities for staff to participate in the lesson redesign process that focuses on diversity, equity, inclusion, and effective classroom strategies to increase student engagement.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 4

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Administration, Counselors and MTSS TOSAs support in classrooms and department PLC meeting to understand department intervention systems.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 5

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Core departments develop and implement pacing guides aligned to CA content/literacy standards and Learner Profile outcomes.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 6

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Implement agreed-upon instructional strategies schoolwide (e.g., random calling, checks for understanding, collaborative discourse).

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 7

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students, especially subgroups including SWD, EL, SED

Action/Service

Train PLC leads and TOSAs to facilitate data cycles; departments analyze D/F lists, formative data, and student work samples

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 8

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

Students with D/F grades in core classes

Action/Service

Adjust tutorial and in-class interventions based on data (not just assigned tutorial), using multiple metrics and teacher-developed assessments

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 9

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students, especially subgroups including SWD, EL, SED

Action/Service

All staff will participate in 1 school-wide learning walk focused on student engagement in the classroom

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

District Goal 1

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Identified Need

Students who are at-risk of performing below grade level need additional support. [The following actions and related expenditures support this district and school goals will be performed as a centralized service to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/i-Ready ELA & Math Proficiency Outcomes	Districtwide CAASPP ELA: All students: 77.5% met/exceeded standard EL: 32% met/exceeded standard SWD: 42% met/exceeded standard SED: 65% met/exceeded standard (2024-2025) Districtwide: CAASPP Math: All students: 72.1% met/exceeded standard EL: 59% met/exceeded standard SWD: 32% met/exceeded standard SED: 54% met/exceeded standard (2024-2025) i-Ready End of Year Reading Diagnostic: 77% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 37% EL: 52% SED: 71% (2024-25) i-Ready End of Year Math Diagnostic:	Lower percentage of students not achieving at grade level based on the CAASPP and iReady Assessment. Decrease in the achievement gap between English learners, students with disabilities, and districtwide average.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	79% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 42% EL: 57% SED: 74% (2024-25) *Homeless, FY, student groups are not large enough to be included as a significant student group	

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

English learners

Action/Service

Provide centralized ELD program coordination.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s)	Source(s)
198,247.00	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

At-risk students

Action/Service

Provide target interventions, including summer and after-school support.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s)	Source(s)

50,000	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

At-risk students

Action/Service

Parent engagement, staff development, direct or indirect services to foster and homeless children.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Categorical (Federal) - Title I (At-Risk/Low Income)

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

Expenditures by Funding Source

Funding Source	Amount
Categorical (Federal) - Title I (At-Risk/Low Income)	258,247.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 6	258,247.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jason Allemann, Ed. D.	Principal
Lara Greco	Classroom Teacher
Moya Mitchell	Classroom Teacher
Brooke Sargent	Classroom Teacher
Shelley Juhl-O'Brien	Classroom Teacher
April Keller	Other School Staff
Carter McKinzie	Secondary Student
Kenneth Lopez	Secondary Student
Sydney Peterson	Secondary Student
Sarah Williams	Parent or Community Member
Emily Rolfing	Parent or Community Member
Jimmy Azadian	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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/25.

Attested:



Principal, Jason Allemann, Ed.D. on 5/19/26



SSC Chairperson, James Azadian on 5/19/26

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the Action/Service using the "Action/Service #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Action/Service

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Action/Service

For each Action/Service, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Action/Service where the expenditure first appears in the SPSA. Pursuant to Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

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

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019