



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside High School	33-75176-0107920	5/13/2026	6/11/2026

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

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

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

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

This plan is being used by Lakeside High School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

In alignment with LEUSD's LCAP, this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

How, when, and with whom did your Lakeside High 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

The school collaborated with the School Site Council, with input from ELAC committee, to jointly develop the SPSA plan.

The school collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Leadership and the District Office.

SSC met on:

10/1/25 Reviewed the roles of the SSC members and the purpose of supporting students as an SSC member. Shared 24-25 Dashboard data. Reviewed SPSA Goals/Actions and allocation of funds for each Goal/Action

11/5/25 SSC reviewed the existing SPSA plan and expenditures. SSC discussed ideas to effectively communicate Dashboard data to parents.

1/21/26 Shared CCI data and plans to educate staff, students and parents on CCI requirements. Plan for ELA, Math, and Science collaboration time for departments was presented. PLC Conference attendee feedback was shared. Overview of "15 Day Challenge" and PLC process was shared. SSC gave feedback on actions and began monitoring existing actions, discussed department collaboration process.

3/4/26 Progress on Goals/Actions and expenditures were given. Funds were reallocated for PLC Conference participation.

4/21/26 Team reviewed SPSA draft for approval. The SSC team was supportive of adding 1/6 assignments to serve students in Algebra Lab and a College & Career Readiness Specialist to address CA Dashboard needs.

5/13/26 Team reviewed final version of the SPSA and voted to approve the document.

Staff meetings occurred on:

August 7, 2025 - School Dashboard data was presented. Staff discussions on English, Math, ELD, College & Career Indicator, and Graduation Rates took place.

September 3, 2025 - CCI Specialist presented and reviewed how CCI is calculated. Staff had discussion on how best to meet Lakeside student needs to be CCI ready, based on data.

October 1, 2025 - Attendees of Equity conference presented and shared best, applicable, practices to effectively connect with students.

January 14, 2026 - Staff participated in small group discussion on ways to improve school climate, improve attendance, and student engagement. Admin presented on CAASPP testing process & schedule, the importance of student attendance.

February 11, 2026 - Behavior data and attendance data was shared with staff. PLUS students presented student mental health and safety survey data to staff.

April 15, 2026 - PBIS plan to reduce suspensions and increase attendance was shared. Staff and

student behavior survey was shared. PLC department plan was shared along with CA Dashboard review.

ELAC met on:

11/6/2025 -Facilitators shared reclassification data and ELPAC process.

- Facilitators and parents discussed what steps students could take to improve their final grades; for example attend Saturday school, receive tutoring, retake tests.

1/29/26 - Parents, students, and facilitators watched a presentation with highlights of the previous parent meetings and fall semester events.

4/15/26 - Feedback from a parent survey had responses that expressed a desire to learn more about checking student's grades and attendance.

Site Team Leadership and Department Chairs met monthly. Data from the California School Dashboard was shared. The team discussed collaboration opportunities, district support to review CAASPP and ELPAC data, the school budget and campus culture including suspension rates, office referrals, attendance, student grades, and credit recovery opportunities.

District Office: the LEA supported the school during 3 improvement meetings on the following dates

Day 1: The LEA provided training on Monitoring and Evaluation and Evidence-based Interventions
Day 2: The LEA provided training and feedback on the Comprehensive Needs Assessment and feedback on Root Cause Analysis
Day 3 the LEA provided training and feedback on how to use to write this year's SPSA.

Resource Inequities

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

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

According to Comprehensive Needs Assessment, our ATSI leadership team identified inequities in the following Dimensions (taken from the Ten Dimensions of Resource Equity):

Dimension 2.0

Not all students have access to a cohesive learning experience (data: experienced teacher, guaranteed viable and reliable curriculum).

Lakeside will take actions of aligning course pathway Math so all students will 9th graders will take Algebra 1 and therefor have ample opportunity to take higher level courses during their Junior & Senior year. All Lakeside Math teachers are now highly qualified in their subject area.

Not all students have access and success in culturally relevant and engaging instruction.

Lakeside will take action on ensuring Math teachers are receiving professional development on Mcrel's14 teaching strategies for best first instruction. Math teachers are working with District Curriculum & Instruction team members for support in best first instruction.

Dimension 4.0

Students lack access to coursework and class offerings that are aligned to success in college and meaningful career opportunities, including equal access to advanced courses.

Lakeside will take action of ensuring all freshmen students will be on an academic A-G college pathway. Lakeside is implementing an Algebra Lab to assist students in the Algebra course.

Comprehensive Needs Assessment Components

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

Using Education Resource Strategies' Resource Equity diagnostic the following resource inequities were revealed:

Goal 1a. Academic Excellence:

Lakeside is currently in the "Red" or "Orange" on the CA Dashboard in the following areas:

ELA CAASPP

Orange

EL - 101 DFS

SWD - 86 DFS

No Performance Color

LTEL - 93.5 DFS

Homeless Youth - 101 DFS

Black/African American - 153 DFS

MATH CAASPP

Red

129.7 DFS All Students

Hispanic - 135 DFS

EL - 188

Orange

ELL -188 DFS

SED -132 DFS

SWD -182 DFS

Homeless Youth - 170

No Performance Color

LTEL - 224 DFS

Black/African American - 239

SUSPENSION RATE

2 or More Races 8.3%

GRADUATION RATE

Orange

ELs - 81.6%

SWD - 77.5%

COLLEGE CAREER INDICATOR

Red

SWD - 8.5%

Orange

English Learner - 10.5%

No Performance Color

LETls - 11.5%

SCIENCE CAST

Red

EL - 35%

Orange

All Students 43%

SED 42%

Hispanic 43%

Lakeside will take the following actions to address these needs:

Goal 1a Action 1: Intensive extended instruction in Math will be offered to support students within the school day.

Goal 1 Action 2: Department collaboration time - ELA, Math, Science, and Social Science departments are collaborating with support from LEUSD's Curriculum & Instruction coaches and Solution Tree (PLC) consultants.

Goal 1 Action 2: Algebra Lab will be offered as an elective for Freshmen students needing additional support in Algebra.

Goal 1 Action 3: A College & Career Readiness position will be created to improve FAFSA/CADAA data, A-G completion, and inform and support students & families to be college & career ready. Adding additional recourses to meet with students and parents to meet College & Career Indicator to explain A-G completion requirements, CTE Pathway options, college course opportunities,

Goal 2 - SCHOOL CLIMATE

Suspension Rate

Orange

Multiple/2 or more races 8.3%

Graduation Rate

Orange

English Learner - 81%

SWD - 77%

Lakeside will take the following actions to address these needs:

Specific meetings for student reengagement, and with students to increase engagement, attendance, and grades.

Lakeside will also send staff members to attend the Equity Conference to decrease suspensions in subgroups. Staff members will support students and staff through PLUS Forum activities and Staff Meeting presentations.

All data in the problem statement originated from 2025 CA Dashboard

System Diagnosis -

Problem Statement: Not all departments participated in release time for collaboration.

Classroom visits were not tracked by Admin in 24/25.

Not all teachers have been trained in First Best Instruction.

Dimension 2.0

Not all students have access and success in culturally relevant and engaging instruction.

Dimension 4.0

Students lack access to coursework and class offerings that are aligned to success in college and meaningful career opportunities, including equal access to advanced courses.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeside 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	0.48%	0.30%	0.06%	8	5	1
African American	3.38%	3.14%	3.65%	56	53	61
Asian	1.51%	1.78%	1.80%	25	30	30
Filipino	1.93%	1.78%	1.32%	32	30	22
Hispanic/Latino	78.39%	79.79%	80.07%	1299	1346	1338
Pacific Islander	%	0.06%	0.12%		1	2
White	11.59%	10.61%	10.17%	192	179	170
Multiple/No Response	2.72%	2.55%	2.81%	45	43	47
Total Enrollment				1657	1687	1671

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	431	431	449
Grade 10	422	444	425
Grade 11	447	409	406
Grade 12	357	403	391
Total Enrollment	1,657	1,687	1,671

Conclusions based on this data:

1. The Hispanic population enrolled at Lakeside continues to rise as the White population continues to fall. This is representative of the trend in LEUSD. Lakeside needs to monitor the language needs and identification of our Hispanic students to determine if they are in need of improved ELD during integrated and designated.
2. Lakeside's Total Enrollment continues to decline. Lakeside is losing students transferring to other high schools. Lakeside needs to continue to ensure there is adequate staffing to provide instruction and create necessary sections in the master schedule.
3. Lakeside needs to ensure students and families have opportunities to provide feedback relative Lakeside's appreciation of diversity. The school may consider providing teachers support with culturally responsive teaching.

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	126	164	152	7.8%	7.6%	9.1%
Fluent English Proficient (FEP)	649	645	612	41.0%	39.2%	36.6%

Conclusions based on this data:

1. The percentage of English Learner population continues to increase annually. Lakeside will work toward improving high-quality designated and integrated ELD to meet the needs of this growth.
2. Lakeside needs to provide a structure and system for reclassification of students who are receiving a 4 on the ELPAC.
3. Lakeside needs to evaluate the needs of incoming English learners to ensure appropriate placement in the master schedule .

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	376	396	365	366	386	356	366	386	356	97.3	97.5	97.5
All Grades	376	396	365	366	386	356	366	386	356	97.3	97.5	97.5

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	2558.	2545.	2554.	13.39	14.51	14.89	30.87	24.61	27.25	26.78	27.20	27.25	28.96	33.68	30.62
All Grades	N/A	N/A	N/A	13.39	14.51	14.89	30.87	24.61	27.25	26.78	27.20	27.25	28.96	33.68	30.62

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	16.67	16.58	17.70	59.29	54.92	57.87	24.04	28.50	24.44
All Grades	16.67	16.58	17.70	59.29	54.92	57.87	24.04	28.50	24.44

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	15.85	17.10	15.49	51.09	48.70	49.58	33.06	34.20	34.93
All Grades	15.85	17.10	15.49	51.09	48.70	49.58	33.06	34.20	34.93

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	10.66	7.77	8.99	72.68	72.80	74.44	16.67	19.43	16.57
All Grades	10.66	7.77	8.99	72.68	72.80	74.44	16.67	19.43	16.57

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	16.94	13.99	14.89	65.03	60.62	67.98	18.03	25.39	17.13
All Grades	16.94	13.99	14.89	65.03	60.62	67.98	18.03	25.39	17.13

Conclusions based on this data:

1. Lakeside students meeting or exceeding to meet the standards in ELA continue to decline. LHS needs to address instructional needs of students to ensure growth in this area occurs.
2. Lakeside students have declined significantly in Research/Inquiry with the greatest percentage of students Below Standard on the ELA assessment.
3. Lakeside staff (all subject areas) needs training to better understand how literacy standards impact student ELA CAASPP achievement.

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	374	396	366	359	385	357	359	385	357	96.0	97.2	97.5
All Grades	374	396	366	359	385	357	359	385	357	96.0	97.2	97.5

* 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	2494.	2493.	2493.	1.39	3.64	3.92	7.80	11.69	11.76	23.68	16.88	16.25	67.13	67.79	68.07
All Grades	N/A	N/A	N/A	1.39	3.64	3.92	7.80	11.69	11.76	23.68	16.88	16.25	67.13	67.79	68.07

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	2.79	5.19	6.44	34.26	32.47	27.17	62.95	62.34	66.39
All Grades	2.79	5.19	6.44	34.26	32.47	27.17	62.95	62.34	66.39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.95	4.68	6.72	65.18	55.58	45.10	32.87	39.74	48.18
All Grades	1.95	4.68	6.72	65.18	55.58	45.10	32.87	39.74	48.18

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	2.51	3.64	5.60	58.77	59.48	54.06	38.72	36.88	40.34
All Grades	2.51	3.64	5.60	58.77	59.48	54.06	38.72	36.88	40.34

Conclusions based on this data:

1. See Comprehensive Needs Assessment

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1544.0	1512.2	1536.0	1545.7	1510.6	1542.1	1541.8	1513.3	1529.4	49	39	50
10	1548.9	1526.5	1546.6	1547.8	1531.4	1552.8	1549.6	1521.1	1540.0	34	48	36
11	1518.7	1540.4	1555.6	1515.4	1553.8	1554.1	1521.3	1526.6	1556.7	22	21	39
12	1527.7	1531.8	1544.1	1518.2	1530.0	1557.1	1536.6	1532.8	1530.6	15	18	18
All Grades										120	126	143

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	16.33	5.13	10.00	40.82	30.77	44.00	22.45	30.77	24.00	20.41	33.33	22.00	49	39	50
10	23.53	18.75	16.67	29.41	18.75	44.44	20.59	33.33	19.44	26.47	29.17	19.44	34	48	36
11	9.09	19.05	25.64	18.18	14.29	25.64	40.91	38.10	23.08	31.82	28.57	25.64	22	21	39
12	6.67	5.56	16.67	33.33	22.22	27.78	20.00	38.89	22.22	40.00	33.33	33.33	15	18	18
All Grades	15.83	12.70	16.78	32.50	22.22	37.06	25.00	34.13	22.38	26.67	30.95	23.78	120	126	143

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	30.61	20.51	38.00	34.69	35.90	30.00	18.37	20.51	14.00	16.33	23.08	18.00	49	39	50
10	38.24	35.42	44.44	29.41	25.00	22.22	8.82	16.67	13.89	23.53	22.92	19.44	34	48	36
11	13.64	28.57	43.59	27.27	38.10	20.51	27.27	14.29	15.38	31.82	19.05	20.51	22	21	39
12	20.00	16.67	50.00	40.00	38.89	22.22	6.67	33.33	11.11	33.33	11.11	16.67	15	18	18
All Grades	28.33	26.98	42.66	32.50	32.54	24.48	15.83	19.84	13.99	23.33	20.63	18.88	120	126	143

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	4.08	0.00	2.00	26.53	12.82	6.00	34.69	35.90	58.00	34.69	51.28	34.00	49	39	50
10	8.82	0.00	0.00	26.47	14.58	22.22	26.47	33.33	52.78	38.24	52.08	25.00	34	48	36
11	0.00	0.00	10.26	4.55	14.29	17.95	31.82	19.05	38.46	63.64	66.67	33.33	22	21	39
12	0.00	0.00	5.56	26.67	5.56	16.67	26.67	44.44	16.67	46.67	50.00	61.11	15	18	18
All Grades	4.17	0.00	4.20	22.50	12.70	14.69	30.83	33.33	46.15	42.50	53.97	34.97	120	126	143

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	8.16	0.00	4.00	67.35	51.28	62.00	24.49	48.72	34.00	49	39	50
10	11.76	0.00	5.56	64.71	50.00	66.67	23.53	50.00	27.78	34	48	36
11	9.09	9.52	7.69	36.36	57.14	48.72	54.55	33.33	43.59	22	21	39
12	0.00	0.00	5.56	60.00	44.44	50.00	40.00	55.56	44.44	15	18	18
All Grades	8.33	1.59	5.59	60.00	50.79	58.04	31.67	47.62	36.36	120	126	143

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	75.51	71.05	72.00	10.20	13.16	10.00	14.29	15.79	18.00	49	38	50
10	73.53	75.00	66.67	8.82	4.17	22.22	17.65	20.83	11.11	34	48	36
11	54.55	76.19	79.49	18.18	9.52	2.56	27.27	14.29	17.95	22	21	39
12	53.33	77.78	77.78	20.00	16.67	5.56	26.67	5.56	16.67	15	18	18
All Grades	68.33	74.40	73.43	12.50	9.60	10.49	19.17	16.00	16.08	120	125	143

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	12.24	5.13	4.00	46.94	33.33	46.00	40.82	61.54	50.00	49	39	50
10	14.71	4.17	5.56	38.24	37.50	52.78	47.06	58.33	41.67	34	48	36
11	0.00	4.76	12.82	31.82	28.57	46.15	68.18	66.67	41.03	22	21	39
12	0.00	0.00	5.56	40.00	33.33	33.33	60.00	66.67	61.11	15	18	18
All Grades	9.17	3.97	6.99	40.83	34.13	46.15	50.00	61.90	46.85	120	126	143

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	0.00	0.00	0.00	83.67	58.97	78.00	16.33	41.03	22.00	49	39	50
10	5.88	0.00	0.00	64.71	62.50	83.33	29.41	37.50	16.67	34	48	36
11	0.00	4.76	5.13	59.09	47.62	69.23	40.91	47.62	25.64	22	21	39
12	13.33	0.00	0.00	53.33	55.56	61.11	33.33	44.44	38.89	15	18	18
All Grades	3.33	0.79	1.40	70.00	57.94	74.83	26.67	41.27	23.78	120	126	143

Conclusions based on this data:

1. Teachers need to continue receiving support to understanding ELD standards & ELPAC assessment to more effectively design instruction
2. EL students need language supports to be integrated into their independent study instruction.
3. Writing across the curriculum will support EL students on the ELPAC.

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
1687	85.3%	9.7%	0.6%
Total Number of Students enrolled in Lakeside 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	164	9.7%
Foster Youth	10	0.6%
Homeless	128	7.6%
Socioeconomically Disadvantaged	1439	85.3%
Students with Disabilities	271	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	3.1%
American Indian	5	0.3%
Asian	30	1.8%
Filipino	30	1.8%
Hispanic	1346	79.8%
Two or More Races	43	2.5%
Pacific Islander	1	0.1%
White	179	10.6%

Conclusions based on this data:

1. More than 80% of our student population is designated as Socioeconomically Disadvantaged. Lakeside needs to continue to ensure students have the learning materials and resources that parents and families may not be able to provide (e.g. devices)
2. Our school demographics are similar to those of Lake Elsinore Unified School District. LHS should continue to provide students and families with opportunities to provide feedback on school diversity and culturally responsive teaching and learning.
3. LHS must address how high-quality designated and integrated ELD is being offered and supported with English learners

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.

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



Red



Orange



Yellow



Green



Blue

Lowest Performance

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



Green

College/Career



Green

Conclusions based on this data:

- 1. Our Math department needs to continue to align instruction to standards and assessment.
- 2. Our English department needs support to align instruction to standards and assessment.
- 3. LHS needs to support students to be prepared for college and career after graduation.

School and Student Performance Data

Academic Performance English Language Arts

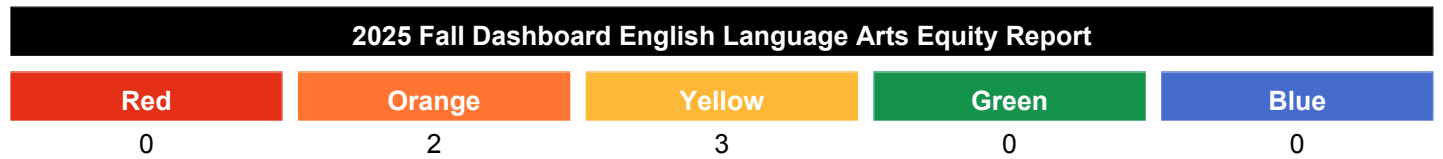
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 25 points below standard Increased 11.1 points 341 Students	English Learners  Orange 101.6 points below standard Increased 12.6 points 52 Students	Long-Term English Learners  No Performance Color 93.5 points below standard Increased 53.4 points 19 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 101.2 points below standard Declined 82.8 points 12 Students	Socioeconomically Disadvantaged  Yellow 27.8 points below standard Increased 16.1 points 293 Students

Students with Disabilities  Orange 85.9 points below standard Increased 50.6 points 62 Students	African American  No Performance Color 152.8 points below standard Declined 87.9 points 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 25.3 points below standard Increased 14.3 points 276 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 4.3 points below standard Increased 39.1 points 32 Students

Conclusions based on this data:

1. Students in all subgroups (with the exception of homeless) declined overall.
2. LHS must continue to support English Learners with intervention and tutoring aligned to standards.
3. LHS must focus on supporting Students With Disabilities in ELA.

School and Student Performance Data

Academic Performance Mathematics

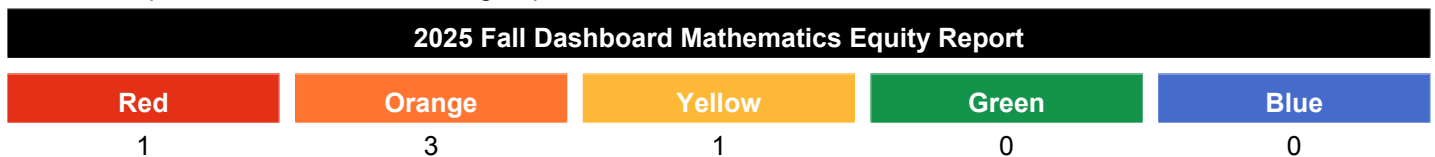
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Red 129.7 points below standard Maintained 2.2 points 345 Students	English Learners  Orange 188.1 points below standard Increased 47 points 56 Students	Long-Term English Learners  No Performance Color 224.1 points below standard Increased 25.1 points 19 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 170.6 points below standard Declined 31.1 points 16 Students	Socioeconomically Disadvantaged  Orange 132.6 points below standard Increased 12.6 points 297 Students

Students with Disabilities  Orange 182.8 points below standard Increased 10.5 points 62 Students	African American  No Performance Color 239.6 points below standard Declined 70.7 points 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Red 135.2 points below standard Maintained 2.8 points 279 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 105 points below standard Increased 28.5 points 32 Students

Conclusions based on this data:

1. Lakeside "all students" maintained, stopping the trend of decreasing math scores.
2. Students with Disabilities maintained after last year's 'increased significantly' results.
3. African American, White, and students identifying as two or more races increased while Hispanic, SWD, and SE students decreased.

School and Student Performance Data

Academic Performance Science

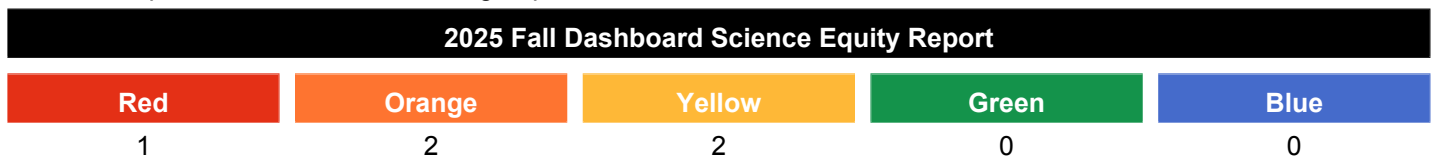
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
43.1 science points	34.9 science points	29.7 science points
Declined 4.1 points	Maintained 0.3 points	Declined 2 points
353 Students	61 Students	21 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	32.8 science points	42.1 science points
1 Student	Declined 15.4 points	Declined 3.4 points
	20 Students	305 Students

Students with Disabilities  Yellow 36.4 science points Increased 4 points 61 Students	African American  No Performance Color 25 science points Declined 20.8 points 14 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 42.6 science points Declined 3.7 points 286 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 45.6 science points Maintained -0.5 points 33 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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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
 Green	 Green
50.4 making progress.	53.8 making progress.
Number Students: 125 Students	Number Students: 80 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
16%	33.6%	0%	50.4%

Conclusions based on this data:

- 40.8% of our English Learners performed in the Level 3 category which is "moderately developed," a decrease of 5.3% last year (46.1%).
- More than twice as many students progressed at least one ELPI level than decreased one ELPI level.
- 1.9% of students are maintaining an ELPI Level 4, while 37.9% of students are maintaining at other levels.

School and Student Performance Data

Academic Performance College/Career Report

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

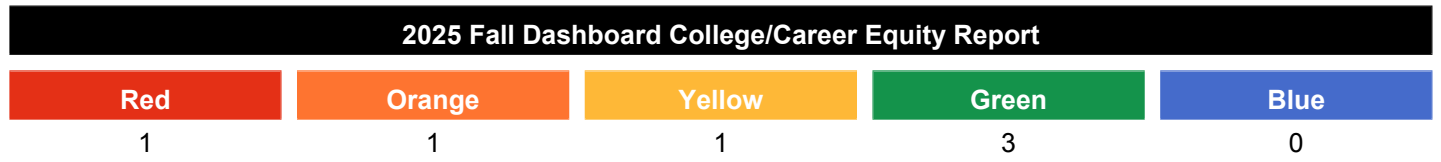
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green Prepared 42.2% Increased 3% 412 Students	English Learners  Orange Prepared 10.5% Declined 4.2% 38 Students	Long-Term English Learners  No Performance Color Prepared 11.5% Increased 2.4% 26 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Green Prepared 40% Increased 10.7% 55 Students	Socioeconomically Disadvantaged  Green Prepared 39.2% Increased 2.1% 344 Students

Students with Disabilities  Red Prepared 8.5% Maintained 1.4% 71 Students	African American  No Performance Color Prepared 53.3% 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Yellow Prepared 39.7% Maintained -1.4% 317 Students
Two or More Races  No Performance Color Prepared 54.5% Increased 29.5% 11 Students	Pacific Islander  No Performance Color 0 Students	White  Green Prepared 40.4% Increased 15.4% 47 Students

Conclusions based on this data:

1. We experienced a 8.1%decrease in College/Career performance from last year.
2. Nearly 70% of our students are "not prepared" for College/Career.
3. No subgroup saw an increase in the preparedness data for College/Career.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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 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

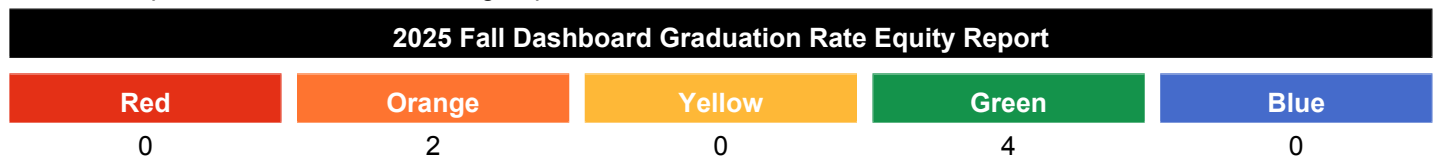
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Green 92.2% graduated Maintained -0.2% 412 Students	English Learners Orange 81.6% graduated Declined 3.7% 38 Students	Long-Term English Learners No Performance Color 88.5% graduated Declined 7% 26 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless Green 81.8% graduated Increased 3.8% 55 Students	Socioeconomically Disadvantaged Green 91% graduated Maintained -0.5% 344 Students

Students with Disabilities  Orange 77.5% graduated Declined 8.5% 71 Students	African American  No Performance Color 93.3% graduated 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Green 93.1% graduated Maintained 0% 317 Students
Two or More Races  No Performance Color 90.9% graduated Maintained -0.8% 11 Students	Pacific Islander  No Performance Color 0 Students	White  Green 89.4% graduated Increased 4.4% 47 Students

Conclusions based on this data:

1. Overall, LHS is graduating students at a rate of 92.5%, down from nearly 95% last year.
2. Our English Learners increased thier graduation rate (85.3%) by 2.5% and Long Term English Learners increased their graduation rate (95.5%) by 1.3%.
3. Our White, Hispanic, and Homeless subgroup's graduation rate decreased.

School and Student Performance Data

Conditions & Climate Suspension Rate

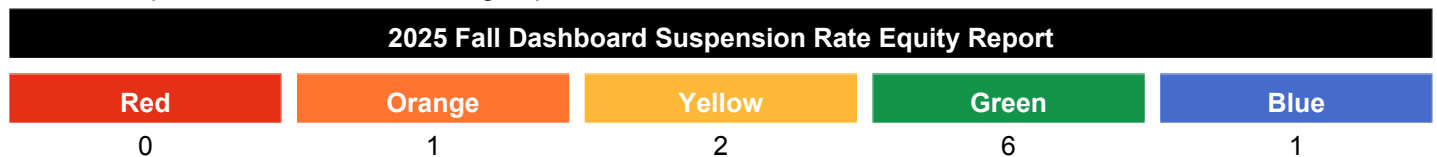
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 2.8% suspended at least one day Declined 0.7% 1802 Students	English Learners Green 2.1% suspended at least one day Declined 1.1% 193 Students	Long-Term English Learners Yellow 3.3% suspended at least one day Maintained 0.2% 122 Students
Foster Youth No Performance Color 6.3% suspended at least one day Increased 1.3% 16 Students	Homeless Green 2.7% suspended at least one day Declined 3.5% 148 Students	Socioeconomically Disadvantaged Green 2.8% suspended at least one day Declined 0.7% 1541 Students

Students with Disabilities  Green 3.4% suspended at least one day Declined 1% 295 Students	African American  Yellow 6.5% suspended at least one day Declined 3.1% 62 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 0% suspended at least one day Declined 3.6% 33 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 32 Students	Hispanic  Green 2.3% suspended at least one day Declined 0.5% 1426 Students
Two or More Races  Orange 8.3% suspended at least one day Increased 4.4% 48 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 4.1% suspended at least one day Declined 1.7% 194 Students

Conclusions based on this data:

1. Overall suspensions declined by 1.3% from last year.
2. African American student suspension decreased from 18.2% to 9.5% (-8.7%) and students identifying as two or more races decreased from 10.2% to 3.9% (-6.2%).
3. LHS saw a decline in suspensions of foster youth and homeless students, suggesting that our Tier 2 supports are working.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jason Eldridge	X				
Chavada Adams (2025-2027)		X			
Becky Peterson (2024-2026)		X			
Kassidy Sievert (2025-2027)		X			
Kelsey Weakly (2025-2027)		X			
Jinnie Kim (2025-2027)			X		
Brody Raines					X
Tyler Kaye					X
Jazmine Zatina					X
Shanika Norman (2024-2026)				X	
Regina Delgado (2025-2027)				X	
Angie Encalada (2025-2027)				X	
Numbers of members of each category:	1	4	1	3	3

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Excellence: English Language Arts, Math

Lakeside High School aims to improve student achievement in English Language Arts and Math, increase English Learner progress toward proficiency, and enhance college/career readiness to ensure equitable academic outcomes for all students.

Goal 1a. Lakeside will decrease the distance from standard in ELA from -25 Distance From Standard to -15 Distance From Standard by the 2026 Dashboard.

Goal 1b. Lakeside will decrease the distance from standard in Math from -129 DFS to -124 DFS by the 2026 Dashboard.

Goal 1c. Lakeside will improve outcomes in the English Learner Performance Indicator "ELPI" from 50% making progress towards English language proficiency to 51% by the 2026 Dashboard.

Goal 1d. Lakeside will increase the percentage of students in the "Prepared" level on the College/Career Indicator from 42% to 45% by the 2026 Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

Identified Need

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

a. English

ELA CAASPP -25 DFS Schoolwide
ELL -101 DFS
SWD -86 DFS

Students made progress in ELA! Members of the English department have worked with district coaches and RCOE support providers to identify essential standards and learning targets. Members of the department are working towards establishing common formative assessments based on essential standards & learning targets. At present, Lakeside is administering iReady to diagnose student need. Available technology is an on-going issue, as only Freshmen and Sophomore students have an assigned laptop device. English Language Learners and students with disabilities are experiencing the greatest distance from standard in the area of English Language Arts. It is critical that ELD teachers, case carriers, and classroom teachers receive support in how to ensure grade level access with differentiated supports to EL students and students with disabilities in English Language Arts. The English department will continue to have time for collaboration and opportunities to provide student intervention for students not meeting the standard in English.

b. Math

Math CAASPP -127 DFS
ELL -188 DFS
SED -132 DFS
SWD -183 DFS
HISPANIC -135 DFS

After several years of declining Math CAASPP results, Lakeside students made progress! From -132 points below standard, to -127. All Math teachers have received on-going support in providing grade level instruction. Teachers have received professional development support to review targets & claims and time to collaborate to align instruction to the rigor of Common Core State Standards. Algebra 1 students are using new curriculum this year. Lakeside teachers transitioned from MAPs as a benchmark assessment to iReady to better identify student need. English language learners, students with disabilities, and socioeconomically disadvantaged students are experiencing the greatest distance from standard in Math. It is critical that ELD teachers, case carriers, and classroom teachers receive support in how to ensure grade level access with differentiated supports to students in Math.

All incoming 9th graders will be taking Algebra 1 with Algebra Lab offered for support for students entering 9th grade far below in Math. The Math department will have collaboration time working with LEUSD coaches to help improve instruction. The Math department will also provide student intervention for students not meeting the standard in Math.

c, English Learner Progress

ELPI
50.4% of EL students are making progress on ELPI based on SBAC scores from 24-25 Dashboard.

English learners are performing below English only students in ELA and Math. English learners at LHS need access to designated and integrated ELD that is aligned to the curriculum. English learners are in need of leveled supports aligned to their language proficiency (e.g. emerging, bridging and expanding). Newcomer English Learners will have intervention support available after school from the District's EL Department.

d. College/Career

42% of students prepared, an increase from 30%%, based on scores from the 24-25 Dashboard.
EL - 10% prepared
SWD - 8% prepared

The percentage of Lakeside students prepared for College & Career increased significantly . Next year, we will continue to have a College & Career Readiness Specialist (CCRS) working to analyze college application and FAFSA/CADAA data, determine benchmarks and set goals and action plans for improved schoolwide completion.

The CCRS will analyze A-G completion and non completion to determine benchmarks, set goals and create actions plans for improved A-G completion.

The CCRS will educate parents/guardians, staff, and students on A-G eligibility and benefits, FAFSA/CADAA completion benefits and provide student & family workshops for college applications.

The CCRS will educate parents/guardians, staff, and students on CCI criteria to encourage Dual Enrollment options, CTE Pathway options, and the possibility of earning the Seal of Biliteracy.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DFS / ELA-CAASPP ELL 2025	-101	-82 DFS in ELA as measured by CAASPP by June 2027
DFS / ELA-CAASPP SWD 2025	-86	-72 DFS in ELA as measured by CAASPP by June 2027
DFS / Math-CAASPP 2025	-127	-124 DFS in Math as measured by CAASPP by June 2027
DFS / Math-CAASPP ELL 2025	-188	-163 DFS in Math as measured by CAASPP by June 2027
DFS / Math-CAASPP SED 2025	-132	-126 DFS in Math as measured by CAASPP by June 2027
DFS / Math-CAASPP SWD 2025	-183	-160 DFS in Math as measured by CAASPP by June 2027
English Language Performance Indicator / Data Dashboard 2025	50.4%	51% by June 2027
CA Dashboard - College & Career Indicator (All)	42%	45% by June 2027
CA Dashboard - College & Career Indicator (SWD)	8%	9% by June 2027
CA Dashboard - College & Career Indicator (EL)	10%	12.5% by June 2027

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Algebra Lab teacher (1/6th assignment) to support freshmen students, within the regular day bell schedule, that require additional support to be successful in Algebra 1. Students will have the same teacher for Algebra Lab and Algebra 1. Students will receive elective credit for Algebra Lab. Effectiveness will be measured by iReady assessment data and student attendance. 180 days x 1 period x\$ = \$22,700	Freshmen students (15 or fewer) with benchmark assessment data far below grade level.	22700 Title I 1000-1999: Certificated Personnel Salaries
1.2	College & Career Readiness Specialist (1/6th assignment) to support students with college	All students with a focus on Senior student	22700 Title I

	application and FAFSA/CADAA, improve A-G completion, and support & educate families, staff, and students about the benefits of FAFSA/CASAA and A-G completion through meetings and family engagement nights. Effectiveness will be measured by FAFSA/CADAA completion rates, A-G completion rates, and student/parent attendance rates. 180 days x 1 period x \$ = 22,700	support FAFSA/CADAA completion.	with 1000-1999: Certificated Personnel Salaries
1.3	Intensive extended instruction for Math for support on 8 unit assessments (5 teachers, 2 hours per unit (80 hours) as measured by unit assessment and iReady benchmark data.	Algebra Lab and Algebra 1 students.	6240 Title I 1140: Certificated Extra Duty
1.12			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The following describes the implementation and effectiveness for each action in Goal 1.

Action #1.1 This year we were unable to implement an effective intensive extended instruction in Math. Funds allocated for this Action were reallocated to Goal 3.1 with SSC approval.

Action #1.3 This year we were able to establish an Algebra Lab section that supported freshmen students, within the regular day bell schedule. Student and teacher attendance (due to personal leave) and student behavior & engagement have impacted the classes effectiveness.

Action #1.4 This year we did have College & Career Readiness Specialist (1/6th assignment) to improve A-G completion, and support & educate families, staff, and students about the benefits of FAFSA/CASAA and A-G completion, Dual Enrollment courses, CTE Pathways, and the State Seal of Biliteracy through meetings and family engagement nights.

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

Action #1.1 - (Math Intervention)

Budgeted amount \$10,587.60

Actual Expenditures \$0

Lakeside was unable to establish an effective Math Intervention this year. Student attendance, common data, and teacher availability were all factors.

Action #1.3 (Algebra Lab teacher)

Budgeted amount \$22,700

Actual Expenditures \$22,700

Action #1.4 (College & Career Readiness Specialist)

Budgeted amount \$22,700

Actual Expenditures \$22,700

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

Next year, we will continue the 2026-2027 SPSA Strategies/Activities will continue to support students within the school day. Support outside of the instructional day has created challenges with both student and teacher availability.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Lakeside High School will reduce suspensions by creating an equitable, inclusive learning environment and increasing student and family engagement.

Decrease the percentage of suspensions of students of two or more races

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

Identified Need

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

Lakeside staff and students need support in creating an equitable and safe campus and learning environment for all students. LHS staff needs training on effective strategies that provide opportunities for students to regulate emotions, appropriately deal with conflict, and provide opportunities for prosocial bonding with peers.

Suspensions 2.8% schoolwide

Multiple Race/Two or More Races 8.3%

Three Lakeside staff members (PLUS Leaders) will attend the Equity Conference to decrease suspensions in subgroups for key staff and targeted grade level teachers. Conference attendees will implement learned strategies and student supports, and implement effective data collection tools with students through PLUS Forums.

PLUS Leaders will survey students, staff, and parents to gather data on campus safety, mental health, student and student/staff/parent engagement and involvement.

PLUS students and conference attendees will report PLUS survey data to staff at staff meetings. Staff and parent survey data will be shared at staff meetings and through school's communication platform (S'more).

Success indicators will be office referrals, mental health referrals, suspension & expulsion data, as well as survey participation from students, staff, and parents.

Lakeside will continue working to improve student and family engagement by offering multiple, grade specific, family engagement nights for families to gain knowledge of graduation requirements, FAFSA information and support, to connect families to counselors and staff, to inform families of offered mental health supports, learn about incident reporting and gain knowledge of school procedures/rules to best support students at home.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspension Rate (All)	2.8%	2.1%
CA Dashboard - Suspension Rate (Multiple Races/2 or More Races)	8.3%	8.0%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Grade level family engagement nights to provide grade specific graduation requirements, FAFSA information and support, connect families to counselors and staff, inform families of offered mental health supports, incident reporting and school procedures/rules. 5 teachers/counselors for up to 5 hours (\$93) at Certificated Extra Duty for Expanded Learning rate (\$) The effectiveness of this action will be measured by the improvement of College & Career dashboard data, and family attendance and survey data.	All Students	2500 Title I Part A: Parent Involvement 1140: Certificated Extra Duty Up to 3 hours per teacher 2894.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Light Refreshments (\$1-\$3 per person)
2.2	Classified staff support to call families to personally invite them to family engagement nights, and support families during grade specific family engagement nights. The effectiveness of this action will be measured by family attendance rates.	All Students	3700.08 Title I 2X40: Classified Extra Duty up to 50 hours
2.7			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The following describes the implementation and effectiveness for each action in Goal 2.

Action #1 - 2 teachers, (PLUS Coordinator and our School Safety Liasson) and our Academic & Engagement Specialist attended the RCOE Equity Conference. Strategies learned from the conference have been implemented into PLUS Student Forums and shared at Staff Meetings this year.

Action #2 - We have held several Grade level family engagement nights and daytime events to provide grade specific graduation requirements, A-G requirements, FAFSA information and counselor connection. We were also able to inform families of offered mental health supports, incident reporting and school procedures/rules.
These meetings took place for all grade levels this year.

Action #3 - We have utilized Classified Staff prior to and during family engagement events.

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

Goal 2, for Action #1: The allocated funds were spent as intended. No major differences.

Goal 2, Action #2: The allocated funds were spent as intended. No major differences.

Goal 2, Action #3: There were no major differences, although we did need to slightly increase funding to cover hours worked by Classified Staff to support families at events.

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

Goal 2 of the 26-27 SPSA will focus and allocate funds to provide equity training for 4 staff members, and provide additional funding for extra duty pay towards Lakeside teachers, counselors, Academic & Engagement Specialist, social worker, and para educators to engage students as measured by suspension rates, office referrals, attendance rates, grades, event attendance, and survey data.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Lakeside High School will enhance staff capacity through professional development and collaborative data analysis to improve instruction and intervention.

Goal 3A: Improve staff capacity in using data to plan, deliver and monitor student interventions.

Goal 3B: Students will have access to academic support based on instructional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

Identified Need

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

Despite growth, Lakeside students are under-performing in English Language Arts, Math and on the ELPI. Teachers need to continue with professional development to more effectively identify essential standards & learning targets, share first best instructional techniques, create common formative assessments, analyze data, and learn how to create targeted interventions for students in need.

To address this need, Site Leadership will attend a PLC conference to gain knowledge and support to effectively conduct meetings that target the learning needs for students to achieve. Based on PLC attendance and department notes, Lakeside teachers need training on running effective and efficient PLC meetings to keep meetings focused on what students should be learning, and effective data collection and analysis.

Lakeside English, Math, and Science departments will have release time to collaborate, review benchmark and interim assessment data, and prepare instruction.

Staff attendance at trainings and workshops tied to content standards and frameworks, curriculum development, or instructional practices. Title 1 funding is being set aside to provide high quality training for science teachers to attend a conference where they will attend sessions about NGSS and frameworks, curricular resources and materials available to teach the content, and instructional shifts and high leverage practices that align with expectations associated with the implementation of NGSS. Costs will cover the attendance of 15 science teachers including registration, travel costs, and accommodations as well as the costs of certificated substitutes. Effectiveness will be measured by growth on a rubric that measures the implementation of NGSS science and engineering practices in classroom activities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Implementation Rubric	PLC teams identify actual performance at pre-initiating or initiating levels	PLC teams will reflect initiating or implementing levels (one level of growth on the rubric)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional development for Site Leadership Team (2 members and 1 administrator) to attend a Professional Learning Community (PLC) conference. Site Leadership Team will gain knowledge and support to effectively conduct meetings that target the learning needs for students to achieve. The effectiveness of this action will be measured by the participation in the conference, the successful implementation of PLC practices from agenda minutes the actions, and increased student achievement on benchmark assessments. Costs will cover conference registration, travel costs, and accommodations, . Registration Hotel Parking Meals	All Students	6994.15 Title I 5200: Conferences Expenditures
3.2	Cost to cover certificated substitutes for 3 teachers to attend 3 day PLC conference. 2 teachers x 3 days x \$213 = \$1,278	All Students	1300 Title I 1130: Certificated Sub
3.3	Release time for ELA (2 Days/12 teachers), department to collaborate, review benchmark and interim assessment data, and prepare instruction. The effectiveness of this action will be measured by the English department's participation/attendance at designated collaboration days, and student achievement on benchmark and interim assessments. Costs will cover certificated substitutes for 12 teachers on 2 days. 12 teachers x 2 days x \$213 = \$5,112	All Students	5500 Title I 1130: Certificated Sub
3.4	Release time for Math (3 Days/9 teachers) department to collaborate, review benchmark and interim assessment data, and prepare instruction. The effectiveness of this action will be measured by the Math department's participation/attendance at designated collaboration days, and student achievement on benchmark and interim assessments. Costs will cover certificated substitutes for 9 teachers on 3 days. 9 teachers x 3 days x \$213 = \$5,751	All Students	5850 Title I 1130: Certificated Sub
3.5	Release time for Science (3 Days/10 teachers) department to collaborate, review benchmark and interim assessment data, and prepare instruction. The effectiveness of this action will be measured by the Science department's participation/attendance at designated collaboration days, and student	All Students	6450 Title I 1130: Certificated Sub

	achievement on benchmark and interim assessments. Costs will cover certificated substitutes for 10 teachers over 3 days. 3 days x 10 teachers x \$213 = \$6,390		
3.6	Solution Tree consultant fee for 6 days of PLC training with Science and Social Science intensive support.	All Students	53323.28 Title I 5800: Professional/Consulting Services And Operating Expenditures Expenditures
3.7	Cost to cover certificated substitutes for 10 teachers to attend 6 days of Solution Tree PLC training. 6 days x 10 teachers x \$213 = \$12,780	All Students	12900 Title I 1130: Certificated Sub

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal 3 of the 25-26 SPSA focused on professional development and collaboration time for teachers and staff. 1 Administrator and 6 teachers attended a PLC Conference in the fall of 2025, and 4 Administrators will be attending a PLC Conference in the summer of 2026.

Release time for ELA teachers (3.2), Math teachers (3.3) and Science teachers (3.4) has been effectively attended for department collaboration.

The English and Math departments have effectively used their release time (3.2) as they have worked in coordination with RCOE (3.8) to build capacity, review data, plan lessons, and common formative assessments.

Science teachers(3.6) are attending a conference for NGSS support in the spring of 2026.

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

(3.5) Additional funding was transferred to support the Science department having an additional release day for planning (4 total).

(3.6) Budgeted expenditures were much less for Science teachers to attend the NGSS conference as it is local, and not requiring flights.

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

Lakeside teachers need support through professional development to structure and run effective PLCs and implement NGSS to improve student achievement.

Teachers will be attending a PLC Conference in the 26/27 school year.

The English, Math, and Science Departments will effectively use collaboration time to collaborate review benchmark and interim assessment data, and prepare instruction.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$153,051.51
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,051.51
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$147,657.51
Title I Part A: Parent Involvement	\$5,394.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$153,051.51

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

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$153,051.51

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	147,657.51
Title I Part A: Parent Involvement	5,394.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	45,400.00
1130: Certificated Sub	32,000.00
1140: Certificated Extra Duty	8,740.00
2X40: Classified Extra Duty	3,700.08
4000-4999: Books And Supplies	2,894.00
5200: Conferences	6,994.15
5800: Professional/Consulting Services And Operating Expenditures	53,323.28

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	45,400.00
1130: Certificated Sub	Title I	32,000.00
1140: Certificated Extra Duty	Title I	6,240.00
2X40: Classified Extra Duty	Title I	3,700.08
5200: Conferences	Title I	6,994.15

5800: Professional/Consulting Services And Operating Expenditures	Title I	53,323.28
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	2,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,894.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,640.00
Goal 2	9,094.08
Goal 3	92,317.43

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:

- 1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	

- 1. 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.
- 2. 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.
- 3. This SPSA was adopted by the SSC at a public meeting on:5/13/2026.

Attested:

<u>Jason Eldridge</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>Jinnie Kim</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

**Lakeside High School
School Site Council
Meeting #6
Agenda
May 13, 2026
4:00 in Room 206**

- I. Welcome
 - a. Roll Call (sign-in sheet)
 - b. Public comments

- II. Approval of Minutes from Previous SSC Meeting
 - a. Motion to approve by
 - b. Motion 2nd by:
 - c. In Favor:

- III. College & Career Readiness Updates

- IV. 2026-2027 SPSA Draft
 - a. Approval of SPSA

**Lakeside High School
School Site Council
Meeting #6
Agenda
May 13, 2026
4:00 in Room 206**

- I. Welcome
 - a. Roll Call (sign-in sheet)
 - b. Public comments
 - c. Meeting Called to order @ 4:08pm by Jinnie Kim

- II. Approval of Minutes from Previous SSC Meeting
 - a. Motion to approve by: Becky Peterson
 - b. Motion 2nd by: Tyler Kaye
 - c. In Favor: 6

- III. College & Career Readiness Updates
 - a. Need to intentional about our recognitions of student
 - b. Students, community and parents enjoy it
 - c. FAFSA/CADAA - 78% of our students have completed.
 - i. Multiple parents were on campus today to complete.
 - ii. Need more hands-on site people that are trained and can help with the basic ideas.
 - iii. Prioritize Financial Aid rather than waivers is IMPORTANT
 - 1. Seniors change their job path throughout the year, rather than just not giving them the option.
 - 2. Need to have someone speak in Spanish to the parents to help complete the form

- IV. 2026-2027 SPSA Draft
 - a. Approval of SPSA
 - i. Goal 1: Academic Excellence
 - 1. \$51,640 – was over budget last year and needed to move money around
 - 2. Needed to cut \$30,000
 - a. Action 1.1 – keep the 1/6 assignments for teacher
 - b. Action 1.2 – keep the College & Career Readiness Coach
 - c. Action 1.3 – Math Support Services
 - ii. Goal 2: Student, Family and Community Engagement
 - 1. \$9,094.08 – needed to cut the spending for conferences
 - 2. Equity Conference will no
 - a. Goal 2.1 – Grade level family nights
 - b. Goal 2.2 – Classified support
 - iii. Goal 3: Educational Environment
 - 1. \$93,317.43 - Cutting back spending
 - 2. 2 people & 1 admin to attend PLC Conference

- a. Actions 3.1 - 3.5 – Paying for coverage for pull out days and
 - b. Solution Tree – will be on campus rather than sending teachers/staff to the conference
 - b. Motion to approve 2026 – 2027 SPSA by: Kanika Norman
 - c. Motion 2nd by: Becky Peterson
 - i. In Favor: 7
- V. Advisory Time
 - a. Bringing in "Titan time" to Lakeside
 - i. Built into the school day
 - ii. Holds both students and teachers/staff accountable
 - iii. Will take care of the extra support for Math and FAFSA Support
 - iv. Value – will kids take it as a "homework time" rather than being something used for productivity
 - 1. Time should be used for specific learning rather than using the time for work completion
 - 2. Teachers can advertise specific times for students can make fun & engaging activities for students to participate in
 - v. Staff – will need to hold students accountable for where students should be and how they should utilize time for students to learn/tutor rather than being a "study hall"
 - 1. Can be beneficial for students to hear from multiple teachers and learning/teaching styles for students to get more support
 - vi. Students – Students would be "assigned" to a student to "makeup" work or test retakes/ makeups
 - 1. Teachers need to monitor student progress in class to track where students go
 - b. Coordination
 - i. Staff members will need to be used/paid to work on FLEX signups
 - ii. Funding: will need be justified – can be added to the SPSA next year if we can show learning
 - iii. Further Discussion to change the bells
- VI. Meeting Adjourned at: 4:53 by Jinnie Kim



School Site Council Meeting

Date: 05-13-2026

Meeting # 6

PLEASE SIGN BELOW:

NAME:

Jinnie Kim

Tyler Kaye

BECKY PETERSON ☺

~~Wendy~~ Kelsey Wackley

Charles Chosman

Charoda Adams

Virtual - Brody ~~Raines~~ Raines

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	Javier Cruz Mendoza

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/13/2026.

Attested:

Jason Eldridge
Typed name of school principal

[Signature] 5/13/26
Signature of school principal Date

Jinnie Kim
Typed name of SSC chairperson

[Signature] 5/13/26
Signature of SSC chairperson Date