



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Luisen School	33-75176-6109938	5-18-26	6-11-26

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 Luiseño 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 Luiseño 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 following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Leadership, District Office, RCOE Consultant and Principals.

~SSC~

*9/25/25:

- SSC training
- Discussed Title I funds, allowable expenses
- Reviewed approved 2025-2026 SPSA goals and actions
- Discussed and sought input on Title I Compact and Parent Involvement Policy
- Discussed and sought input on Safe School Plan

*10/23/25

- Reviewed results of parent input survey for parent involvement
- Discussed and approved Parent Involvement Policy
- Reviewed results of parent input survey for school compact
- Discussed and approved the school compact
- Ongoing Needs Assessment:
 - Evaluated Progress in Meeting the Goals of the Single Plan for Student Achievement (SPSA)
 - Reviewed California School Dashboard and any other data related to SPSA goals (universal screener, grades, assessments, attendance, etc.)
 - Identified and celebrated areas of progress
 - SSC noted there was less red on the 2025 CA Dashboard than on the 2025 CA Dashboard
 - Needs and performance gaps were noted for some subgroups
 - There is a gap in achievement for students with disabilities.
 - SSC noted that LS staff is working to close those gaps through interventions offered during the school day.
 - SSC noted that one special education teacher is also offering tutoring after school.
 - Reported Levels of Implementation of the SPSA Actions and Services in the SPSA Monitoring and Evaluation Tool
 - SSC noted that so far 1 data release day has been completed with all grade spans
 - SSC noted that tutoring is being implemented
 - SSC noted that READ 180 is being implemented
 - SSC noted that Robotics started

*11/20/25

- Ongoing Needs Assessment
- Evaluated Progress in Meeting the Goals of the Single Plan for Student Achievement (SPSA)
- CA Dashboard Data was reviewed again
- LEUSD Assessment calendars were shared.

- ELA teacher shared that she has observed students scoring lower on iReady assessments compared to the State assessment.
- Reviewed progress toward completion of I-Ready benchmarks.
- SSC agreed to continue monitor growth from fall to winter once winter benchmarks are completed.
- Monitoring Tool and Spreadsheet to monitor Title I spending was shared
- Expenditures to date on budget tracker were shared.

*1/29/26

- Ongoing Needs Assessment- Evaluate Progress in Meeting the Goals of the Single Plan for Student Achievement (SPSA)
- Report Levels of Implementation of the SPSA Actions and Services in the SPSA Monitoring and Evaluation Tool
- Goal 1
- Release days for teacher PD are ongoing
- Tutoring ongoing (G1A4)
- Robotics ongoing (G1 Actions 9-12)
- Extra Para Support starting week of 2/2/26 (G1A6)
- PBIS Committee has started training with RCOE
- Goal 2
- SSC noted that a meeting after school with staff on 2/10/25 (G2A2)
- Family nights happening this semester
- Title I Budget Tracker (Funds spent so far on SPSA actions were reviewed.)
 - a) G1A1 \$854.72
 - b) G1A2 \$4700.96
 - c) G1A3 \$5769.36
 - d) G1A4 \$7630.92
 - e) G1A8 \$2790.01
 - f) G1A9 \$3815.46
 - g) G1A10 \$1535.49
 - h) G1A11 \$213.68
- SSC inquired about funds being moved from goals and action plans.
- SSC agreed to evaluate need to move funds at next SSC meeting based on needs assessment.
- SSC reviewed I-Ready benchmark data from fall and winter assessment windows and noted growth in reading and math school-wide.

*3/26/26

- 2025-2026 SPSA Implementation Update and SPSA Monitoring
- LS SPSA Monitoring and Evaluation Tool reviewed
- Implementation, effectiveness, expenditures, and evaluation were discussed for each action was discussed.
- Moving funds was discussed and agreed upon.
- Move \$500 from Goal 2, Action 1 5800: Professional/Consulting Services to Goal 2, Action 1 1140 Certificated Extra Duty.
- Move \$2,800 from Goal 1, Action 3 1130: Certificated Sub to Goal 2, Action 1 1140: Certificated Extra Duty
- These moves are needed in order to cover the cost of the extra duty at Family Engagement Nights.
- Review Comprehensive Needs Assessment and Leadership Data Analysis Day for the purpose of 2026-2027 Luiseño School Draft SPSA
- Groups were identified needing support based on dashboard data.
- Homeless youth in math
- SPED in ELA
- Goals and actions need to be written to address students most at risk (gaps, orange, or red)

- Local I-Ready data was reviewed showing academic growth in math and ELA for all groups.
- Input from SSC solicited for 2026-2027 SPSA. SSC discussed and agreed on the following:
- Continue READ 180 (middle school reading intervention)
- Consider Solution Tree for PD for teachers
- Need to consider costs of conference, travel, and hotel accommodations
- Continue robotics program
- Continue data analysis and planning days for teachers
- Continue tutoring
- Continue work with committee on PBIS
- Continue paraeducator support for elementary intervention/support in walk to learn model
- SSC members agree additional support is needed and would like to see an additional para 1 hired to support intervention.

*4/30/26

- Input from SSC solicited for 2026-2027 SPSA
- The draft of the 2026-2027 SPSA was shared.
- Clarification regarding some actions were given with regard to PD and tutoring.
- The current plan for supporting students through alternative means to suspension was reviewed.

*5/18/26

- Final review of the 2026-2027 Luiseño School SPSA.
- SSC voted to approve. Motion carried.

~Leadership~

*10/28/25

- The vision and mission for Luiseño School were reviewed.
- MTSS was discussed and leadership agreed this process needs to be reviewed at a staff meeting to better support students.
- ELA vertical articulation was discussed, and teachers agreed that 5th grade teachers will collaborate with middle school teachers.
- Safe School Plan was discussed.
- ICS was discussed.
- SPSA Actions were discussed.
- 1.1 PD days for instructional strategies were discussed (15-Day Challenge)
- 1.2 Release days for data analysis were discussed.
- 1.3 PLC PD release day was discussed.
- 2.2 Planning of PBIS work after school was discussed.
- 1.6 Extra support from classified staff to support "walk to learn" intervention was discussed.

*11/17/25

- ELA collaboration was discussed.
- Family literacy night was discussed (SPSA Goal 2.1)
- Robotics update discussed (SPSA Goal 1 Actions 9-12)
- Progress of EL students was discussed.
- Supporting GATE students was discussed.
- Positive behavior supports were discussed, and leadership agreed more "ROAR Calls" are needed.
- SEL PULSE survey was discussed, and leadership agreed to pilot this survey at Luiseño School.
- Elementary counselor needs assessment was discussed,
- Interim Assessment Analysis Tools were shared and discussed.

*1/26/26

- Updates were discussed regarding:
- Common Assessments and Benchmarks
- 15-Day Challenge (Teachers doing this shared it is going well.)
- Goal Setting with Students (Teachers doing this shared this is going well.)
- Data Folders (Teachers doing this shared this is going well.)
- The 95% Tier 1 Reflection form was shared and discussed as a valuable tool for teachers to self-reflect on effective implementation of the 95% program.
- Walk to Learn support schedule was reviewed (Goal 1.6). Leadership team agreed this support is needed to better provide support for all students, especially struggling learners.

*2/23/26

- Updates from PBIS/ROAR committee were discussed. (Goal 2.2).
- The purpose statement was shared.
- Leadership and the PBIS committee agreed that more input is needed to update the matrix of expectations.
- Family Math Night was discussed (Goal 2.1)
- Common assessment next steps were discussed, and leadership agreed that data can be reviewed at upcoming data release days (Goal 1.2).
- Walk to Learn model discussed, and leadership team agreed this was going well for teams implementing (Goal 1.6).

*3/23/26

- 2026-2027 SPSA Input/Comprehensive Needs Assessment was discussed.
- Data Review Day was discussed including the following:
- Dashboard data
- Problem Statements/Root Cause Analysis/Interrelationship Diagrams
- Proposed aim statements were discussed based on areas of most need (orange and red) and gaps between subgroups.
- Possible actions for the 2026-2027 SPSA were discussed, and leadership agreed that the following actions should be continued.
- Data release days
- Walk to Learn/Intervention Support
- Tutoring continues to be a need as agreed by leadership
- Motivation speakers was suggested
- PD through Solution Tree was suggested

*4/27/26

- Discussion of master schedule, PBIS, and calendar.
- No discussion of SPSA at this meeting.

*5/18/26

- Final review and discussion of goals and actions in the 2026-2027 SPSA.

~ELAC~

*10/1/25

- Purpose of ELAC was discussed.
- Needs assessment for SPSA
- Help parents be more aware of importance of attendance.
- Opportunity for parents to give input on programs and services for English Learners.
- Officer duties were discussed.

- Attendance policies and independent study contracts were reviewed.
- EL support at Luiseño was discussed.
- Project to Inspire was discussed.
- Needs assessment was discussed.
- Parents were informed of a survey to be sent out.
- Parents were informed they can request reports and specific information regarding their children from administration or teachers.

*12/3/25

- Election results were shared.
- District priorities were discussed.
- District mission was discussed.
- Educate, Equip, and Empower Every Student Every day!"
- ELPAC and CAASPP data was discussed.
- Committee agreed that supporting all learners is important and all students are welcomed and treated equally.
- Reclassification was discussed.
- ELPAC practice testing was discussed.
- Discussion of how to help EL students succeed at Luiseño.
- Parents expressed interest in additional tutoring for EL students and the committee agreed that this is an appropriate action for the SPSA.

*2/25/26

- DELAC representative shared ways different schools are preparing students for ELPAC testing.
- ELPAC testing for 25-26 was discussed.
- I-Ready scores were discussed.
- CAASPP data was reviewed.
- Needs assessment was discussed.
- An interest in having an ELPAC after school "boot camp" was discussed.
- Continued tutoring for EL students was discussed, and parents shared they would like to see more tutoring for EL students.

*4/15/26

- DELAC representative shared that she discussed suggestions for SPSA at DELAC meeting (tutoring, parent classes, college student volunteer hours)
- Needs assessment was discussed and questions shared with the committee.
- Results of needs assessment were shared.
- Parents would have more teachers supporting our students learning English during class without having to take the little ones out of the room.
- ELPAC proficiency was discussed.
- Parents shared they would like resources over the summer.

~District Office/Principals: The LEA supported the school during 3 improvement meetings on the following dates.

*9/10/25 Day 1: System Set Up, Introduction to Implementation Science

*12/9/25 Day 2: Comprehensive Needs Assessment & Partner Feedback/Influence

*3/3/26 Day 3: Comprehensive Needs Assessment, Annual Review, 2025-26 Action Development (Evidence-based Interventions)

Based on the input from educational partners, the following goals and actions in the Luiseno School SPSA will be implemented.

GOAL 1: ACADEMIC EXCELLENCE: Luiseño School is working to improve achievement in English Language Arts, Mathematics, and Science.

Goal 1 Action 1: Provide 2 days release time (1 per semester) for teachers and coaches to work on data analysis and planning with curricular resources for all math and ELA teachers: 27 General Education and 5 Special Education (2 RSP and 3 SDC).

SDC Sub $\$238.13/\text{day} - 2 \times 3 \times \$238.13 = \$1,428.78$
Non SDC Sub $\$213.71/\text{day} - 2 \times 27 \times \$213.71 = \$11,540.34$
 $\$1,428.78 + \$11,540.34 = \$12,969.12$

Goal 1 Action 2: Provide tutoring services to students, including general education and special education students, utilizing district adopted curriculum, Smarter Balanced Tools for Teachers and results of curriculum assessments, district adopted common assessments SBAC interim assessments.

-6 grade levels/teachers
-2 days/week tutoring
-8 weeks/semester
-2 semesters
----Total 192 hours
 $6 \times 2 \times 8 \times 2 \times \$93.06/\text{hour} = \$17867.52$

Goal 1 Action 3: Provide release day for data analysis and comprehensive needs assessment with leadership team.

1 SDC Teacher $\$238.13$
10 General Education Teacher $\$213.71/\text{day} = \$2,137.10$
 $2,137.10 + 238.13 = 2,375.23$

Goal 1 Action 4: Provide extra support in the classroom from an additional classified staff member to assist during differentiated instruction with Tier 1 and Tier 2 supports for elementary grade levels during the school day.

**Add Paraeducator 1 position to support intervention and walk to learn model in elementary grades.

Position: Para I		
Hours 3 Range 11		
Days 182 Step 4		
FTE	0.325	Rate 3,502.48
Projected Position Expense		
Salary Fixed Charges H&W Total		
\$13,659.67	\$ 655.66	\$14,315.34

Goal 1 Action 5: Purchase of Reading Intervention Program License for Reading Intervention Class in Grades 6-8

Goal 1 Action 6: Implement Robotics Instruction After School to increase STEM exposure and improve mathematical thinking in students through coding and robotics competitions in order to improve CAST scores.

After School Certificated Extra Duty:

66 hrs. x \$80.35 (24 weeks with 4 hours/week --->96 hours - 30 STEM MOU hours = 66 hours) = \$5303.10

Goal 1 Action 7: Robotics Summer Camp Extra Duty:

4 hours/day for 3 days

Certificated Extra Duty- $4 \times 4 \times \$80.35 = \1285.60

Goal 1 Action 8: Send administrator and teachers to Solution Tree Conference (PLC Institute) to improve the Luiseño School Professional Learning Community effectiveness.

October 14-16, 2026

PLC Institute 6 teachers+ 1 admin

Registration $7 \times \$769 = \$5,383$

Lodging

$-\$267.97 \times 7 \times 3 \text{ nights} = \$5,627.37$

Parking $7 \times \$27/\text{day} \times 4 \text{ days} = \756

Food $7 \times \$65/\text{day} \times 3 = \1365

Mileage $7 \times 120 \text{ miles} \times .725/\text{mile} = \609

TOTAL = \$13740.37

$5383+5,627.37+756+1365+609=13,740.37$

GOAL 2: STUDENT, FAMILY & COMMUNITY ENGAGEMENT - Luiseño is working to increase attendance and decrease suspensions.

Goal 2 Action 1: Parent/Family Engagement Nights to demonstrate strategies for reading, math, and behavior management that can be used at home to support achievement on school and state assessments and to provide parenting tips to help students succeed in school academically, behaviorally, and social-emotionally.

*Reading comprehension strategies

*Science of Reading information

*Math fluency strategies

*SEL and Behavior Support Strategies

Personnel Required:

*Certificated Teachers ($\$93.06/\text{hour}$ (Expanded Learning MOU) $\times 4 \text{ nights} \times 4 \text{ teachers} = \1488.96

*Consultants/Guest Speakers

Goal 2 Action 2: Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for teachers and classified staff:

Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for teachers and classified staff:

5 certificated

4 paid meetings

\$80.35/hour for non-expanded learning extra duty - certificated

$-5 \text{ certificated} \times 4 \text{ 1 hour paid meetings} \times \$80.35 = \$1607$

GOAL 3: EDUCATIONAL ENVIRONMENT: Luiseño is working to improve staff capacity and to empower staff through professional development.

Goal 3 Action 1:

Send administrator and teachers to Solution Tree Conference (PLC Institute) to improve the Luiseño School Professional Learning Community effectiveness.

October 14-16, 2026

PLC Institute 6 teachers+ 1 admin

Registration 7 x ___769 = \$5,383

Lodging

-\$267.97 x 7 x 3 nights = \$5,627.37

Parking 7 x \$27/day x 4 days = \$756

Food 7 x \$65/day x ___3 = \$1365

Mileage 7 x 120 miles x .725/mile = \$609

TOTAL = \$13740.37

5383+5,627.37+756+1365+609=13,740.37

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.

N/A

Luiseño School is not eligible for ATSI or CSI at this time.

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.

2026 Priority groups in LEUSD

EL

SWD

Homeless

Goal 1 Academic Excellence

Based on dashboard data for ELA, math and science as well as a Title I Needs Assessment Survey, the following problem statements, aim statements and actions were developed.

Goal 1 PROBLEM STATEMENTS:

Goal 1a ELA

- Every group at LS went down in ELA from 2024-2025
- All students group down by -5.8 dfs in ELA
- EL students down by -3.3 dfs in ELA
- Black/African American students down by -7 dfs in ELA
- SED down in ELA -9.2 dfs
- Hispanic students maintained with a decline of -2.4 dfs in ELA
- White students down by -3.0 dfs in ELA
- SWD down in ELA -38.3 dfs (in red on dashboard)

ELA GAPS

- All students group scored -14.7 dfs in ELA
- Black/African American students scored -15.8 dfs in ELA

- Hispanic students scored -28.4 dfs in ELA
- SED scored -32.8 dfs in ELA
- Homeless Youth scored -56.9 dfs in ELA
- EL scored -61.3 dfs in ELA
- SWD scored -100.2 dfs in ELA

Goal 1b Math

- All students group improved in math by +4.8 dfs
- EL students improved in math by +19.1 dfs
- SED improved in math by +3.0 dfs
- Black/African American improved in math +17.1 dfs
- White Students improved +11.2 dfs in math
- Homeless down in math by -12.1 dfs (in red on dashboard)
- SWD down in math -37.8 dfs (in red on dashboard)

Math Gaps

- Black/African American students scored -34.5 dfs in math
- All students group scored -46.8 dfs in math
- Hispanic students scored -63.3 dfs in math
- SED scored -64 dfs in math
- EL scored -85 dfs in math
- Homeless youth scored -111.5 dfs in math
- SWD scored -127.3 dfs in math

Goal 1c ELPI

- (H) 56.7%
- N=30 students
- Green with improvement of 5.1%
- Students showing improvement in level on the ELPAC

Science

- In yellow with 52.5 sp and maintaining with slight decrease of -1.5 sp for all students
- White students in green with 57.4 sp (Slight increase of 0.1 sp)

~GOAL 1 Priority Academic Excellence Root Causes As Determined by LS Leadership:
A need for curriculum implementation, resources and instruction using adopted materials

- Phonics skills
- Test taking strategies
- Targeted intervention
- Target support for EL students
- A need for more academic language in targeted instruction

A need to improve student engagement and motivation

A need for better time management

A need for additional teacher support and professional development

A need to efforts and planning to be student-centered

Bias

Goal 1 AIM STATEMENTS: 2026-2027 Goals

HOMELESS YOUTH:

~Goal 1a: Homeless Youth ELA will improve DFS by +3.0 points from -56.9 dfs to 53.9 dfs by the

2027 CA Dashboard.

~Goal 1b: Homeless Youth Math will improve DFS by +3.0 points from -111.5 dfs to -108.5 dfs by the 2027 CA dashboard.

EL:

~Goal 1c: EL Students in grades 3-8 will improve DFS in ELA by +3 points from -61.3 dfs to -58.3 dfs by the 2027 CA Dashboard.

~Goal 1d: EL Students in Grades 3-8 will improve DFS in Math by +3 points from -85 dfs to -82 dfs by the 2027 CA Dashboard.

HISPANIC STUDENTS:

~Goal 1e: Hispanic Students in grades 3-8 will improve DFS in ELA by +3 points from -28.4 dfs to -25.4 dfs by the 2027 CA Dashboard.

~Goal 1f: Hispanic Students in grades 3-8 will improve DFS in Math by +3 points from -63.3 dfs to -60.3 dfs by the 2027 CA Dashboard.

SWD:

~Goal 1g: SWD in grades 3-8 will improve DFS in ELA by +3 points from -100.2 dfs to -97.2 dfs by the 2027 CA Dashboard.

~Goal 1h: SWD in Grades 3-8 will improve DFS in Math by +3 points from -127.3 dfs to -124.3 dfs by the 2027 CA Dashboard.

ALL STUDENTS:

~Goal 1i: All Students in grades 3-8 will improve DFS in ELA by +3 points from -14.7 dfs to -11.7 dis by the 2027 CA Dashboard.

~Goal 1j: All Students in grades 3-8 will improve DFS in Math by +3 points from -46.8 dfs to -43.8 dfs by the 2027 CA Dashboard.

SCIENCE:

~Goal 1k: All Students in grades 5 and 8 will improve in Science by +2 science points from 52.5 sp to 54.5 sp by the 2027 CA Dashboard.

Luiseño School will take the following actions to address these needs:

Goal 1 Action 1: Provide 2 days release time (1 per semester) for teachers and coaches to work on data analysis and planning with curricular resources for all math and ELA teachers: 27 General Education and 5 Special Education (2 RSP and 3 SDC).

SDC Sub \$238.13/day - $2 \times 3 \times \$238.13 = \$1,428.78$

Non SDC Sub \$213.71/day - $2 \times 27 \times \$213.71 = \$11,540.34$

$\$1,428.78 + \$11,540.34 = \$12,969.12$

Goal 1 Action 2: Provide tutoring services to students, including general education and special education students, utilizing district adopted curriculum, Smarter Balanced Tools for Teachers and results of curriculum assessments, district adopted common assessments SBAC interim assessments.

-6 grade levels/teachers

-2 days/week tutoring

-8 weeks/semester

-2 semesters

Goal 2 STUDENT, FAMILY & COMMUNITY ENGAGEMENT - Luiseño is working to increase attendance and decrease suspensions.

Culture/Climate: Suspensions and Chronic Absenteeism

Goal 2 PROBLEM STATEMENTS:

- *SWD maintained chronic absenteeism with slight increase of 0.4%

- *In Orange with 14.8% chronically absent compared to All Students in Green with 7.8%

- *Black/African American maintained chronic absenteeism with 0% change compared to All Students in Green with 7.8%

- *In Orange with 10.5% chronically absent

GOAL 2 Probable Root Causes as Identified by Luiseño Leadership Team:

- *Basic emotional and physical needs not being met for homeless youth.

- *Lack of housing consistency (attendance) for homeless youth.

- *Lack of school connection for Black/African American students and homeless youth.

~Attendance Root Causes (empathy interviews):

- *Students reported Illness as a reason for not coming to school.

- *Students reported that they were tired and had a hard time waking up to come to school.

- *Students reported stress or anxious feelings about school.

- *Students reported some unkind students affecting them.

- *Students reported some social issues.

- *Loss of family member/grief.

~Suspension Root Causes (empathy interviews):

- *Students reported Friend choices

- *Students reported Need for behavior expectation reminders/assemblies that are more engaging

- *Students reported Need for positive adult connections/fun activities with adults as well.

- *Students reported Desire for fun extracurricular activities to continue and expand.

- *Students reported Desire for more sports and fun activities at lunch.

Goal 2 AIM STATEMENTS:

SUSPENSIONS:

~Goal 2a: All students suspension rate will maintain at 0.4% (decline or increase by 0.2%) by the 2027 CA Dashboard.

CHRONIC ABSENTEEISM

~Goal 2b: All students chronic absenteeism rate will decrease by 0.5% from 7.8% to 7.3% by the 2027 CA Dashboard.

~Goal 2c: SWD chronic absenteeism rate will decrease by 0.5% from 14.8% to 14.3% by the 2027 CA Dashboard.

~Goal 2d: Black/African American student chronic absenteeism rate will decrease by 0.5% from 10.5% to 10% by the 2027 CA Dashboard.

Luiseño School will take the following actions to address these needs:

Goal 2 Action 1: Parent Nights to train on reading, math, and behavior management strategies to be used at home to support achievement on school and state assessments and to provide parenting tips to help students succeed in school academically, behaviorally, and social-emotionally.

Goal 2 Action 2: Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for teachers and classified staff:

Goal 3 EDUCATIONAL ENVIRONMENT: Luiseño is working to improve staff capacity and to empower staff through professional development.

100% Luiseño teachers will participate in professional development activities in order to provide an effective educational environment for all students.

~Priority Root Causes:

*There is no data at this time to determine effect of PD or root causes of how a lack of PD might affect student achievement.

Luiseño School will take the following actions to address these needs:

Goal 3 Action 1: Send administrator and teachers to Solution Tree Conferences to improve the Luiseño School Professional Learning Community effectiveness.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Luiseño 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	%	%	0.13%			1
African American	5.73%	6.59%	5.21%	48	54	41
Asian	1.31%	1.34%	1.78%	11	11	14
Filipino	1.67%	1.83%	1.27%	14	15	10
Hispanic/Latino	58.83%	59.95%	62.39%	493	491	491
Pacific Islander	0.12%	0.12%	%	1	1	
White	26.85%	25.03%	23.76%	225	205	187
Multiple/No Response	5.49%	5.13%	5.46%	46	42	43
Total Enrollment				838	819	787

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		46	57
Kindergarten	87	50	73
Grade 1	57	88	53
Grade 2	96	57	89
Grade 3	79	94	62
Grade 4	81	86	95
Grade 5	106	90	86
Grade 6	91	97	83
Grade 7	125	88	103
Grade 8	86	123	86
Total Enrollment	838	819	787

Conclusions based on this data:

1. See comprehensive needs assessment.

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	50	39	29	4.7%	6.0%	3.7%
Fluent English Proficient (FEP)	85	81	71	10.0%	10.1%	9.0%

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	77	77	94	76	76	94	76	76	94	98.7	98.7	100
Grade 4	101	81	85	100	81	85	100	81	85	99.0	100	100
Grade 5	91	102	88	89	102	88	89	102	88	97.8	100	100
Grade 6	118	90	98	116	90	98	116	90	98	98.3	100	100
Grade 7	86	123	86	83	122	86	83	122	86	96.5	99.2	100
Grade 8	102	83	122	100	81	121	100	81	121	98.0	97.6	99.2
All Grades	575	556	573	564	552	572	564	552	572	98.1	99.3	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2394.	2429.	2420.	11.84	25.00	25.53	19.74	26.32	22.34	32.89	28.95	23.40	35.53	19.74	28.72
Grade 4	2458.	2444.	2461.	23.00	16.05	27.06	23.00	22.22	21.18	25.00	25.93	23.53	29.00	35.80	28.24
Grade 5	2516.	2520.	2486.	30.34	24.51	13.64	28.09	37.25	26.14	16.85	18.63	35.23	24.72	19.61	25.00
Grade 6	2505.	2511.	2511.	12.07	11.11	12.24	29.31	33.33	32.65	31.90	26.67	28.57	26.72	28.89	26.53
Grade 7	2529.	2533.	2541.	8.43	9.84	10.47	39.76	33.61	41.86	21.69	29.51	23.26	30.12	27.05	24.42
Grade 8	2526.	2558.	2548.	11.00	9.88	10.74	21.00	39.51	37.19	36.00	20.99	27.27	32.00	29.63	24.79
All Grades	N/A	N/A	N/A	16.13	15.76	16.26	26.77	32.43	30.59	27.66	25.18	26.92	29.43	26.63	26.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.16	11.84	20.21	61.84	72.37	58.51	25.00	15.79	21.28
Grade 4	20.00	17.28	18.82	62.00	62.96	62.35	18.00	19.75	18.82
Grade 5	23.60	15.69	13.64	66.29	72.55	67.05	10.11	11.76	19.32
Grade 6	12.07	11.11	11.22	57.76	61.11	64.29	30.17	27.78	24.49
Grade 7	14.46	10.66	15.12	59.04	70.49	68.60	26.51	18.85	16.28
Grade 8	9.00	14.81	18.18	61.00	60.49	56.20	30.00	24.69	25.62
All Grades	15.25	13.41	16.26	61.17	67.03	62.41	23.58	19.57	21.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.89	9.21	15.96	53.95	67.11	53.19	38.16	23.68	30.85
Grade 4	12.00	7.41	10.59	60.00	62.96	62.35	28.00	29.63	27.06
Grade 5	17.98	21.57	10.23	65.17	63.73	64.77	16.85	14.71	25.00
Grade 6	10.34	12.22	14.29	56.03	61.11	62.24	33.62	26.67	23.47
Grade 7	15.66	13.93	12.79	50.60	60.66	63.95	33.73	25.41	23.26
Grade 8	7.00	13.58	11.57	59.00	55.56	58.68	34.00	30.86	29.75
All Grades	11.70	13.41	12.59	57.62	61.78	60.66	30.67	24.82	26.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.84	10.53	14.89	76.32	78.95	72.34	11.84	10.53	12.77
Grade 4	12.00	7.41	4.71	77.00	75.31	85.88	11.00	17.28	9.41
Grade 5	12.36	13.73	6.82	75.28	76.47	77.27	12.36	9.80	15.91
Grade 6	9.48	8.89	10.20	80.17	68.89	77.55	10.34	22.22	12.24
Grade 7	14.46	15.57	6.98	75.90	73.77	80.23	9.64	10.66	12.79
Grade 8	15.00	13.58	11.57	71.00	76.54	71.07	14.00	9.88	17.36
All Grades	12.41	11.96	9.44	76.06	74.82	76.92	11.52	13.22	13.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.89	19.74	12.77	65.79	71.05	69.15	26.32	9.21	18.09
Grade 4	8.00	11.11	17.65	73.00	69.14	68.24	19.00	19.75	14.12
Grade 5	17.98	22.55	14.77	68.54	64.71	65.91	13.48	12.75	19.32
Grade 6	12.07	16.67	8.16	66.38	64.44	68.37	21.55	18.89	23.47
Grade 7	13.25	13.93	12.79	63.86	67.21	67.44	22.89	18.85	19.77
Grade 8	13.00	24.69	19.83	66.00	64.20	61.98	21.00	11.11	18.18
All Grades	12.06	17.93	14.51	67.38	66.67	66.61	20.57	15.40	18.88

Conclusions based on this data:

1. See comprehensive needs assessment.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	77	77	94	76	76	94	76	76	94	98.7	98.7	100
Grade 4	101	81	86	101	81	86	101	81	86	100.0	100	100
Grade 5	91	102	88	90	101	88	90	101	88	98.9	99	100
Grade 6	118	90	98	115	90	98	115	90	98	97.5	100	100
Grade 7	86	123	86	84	122	86	84	122	85	97.7	99.2	100
Grade 8	102	83	122	100	81	121	100	81	121	98.0	97.6	99.2
All Grades	575	556	574	566	551	573	566	551	572	98.4	99.1	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2415.	2444.	2425.	7.89	17.11	20.21	34.21	36.84	36.17	26.32	32.89	15.96	31.58	13.16	27.66
Grade 4	2456.	2457.	2463.	10.89	8.64	15.12	33.66	27.16	25.58	29.70	33.33	37.21	25.74	30.86	22.09
Grade 5	2481.	2497.	2457.	13.33	20.79	6.82	15.56	12.87	11.36	33.33	33.66	32.95	37.78	32.67	48.86
Grade 6	2484.	2467.	2470.	7.83	7.78	17.35	13.91	13.33	9.18	32.17	22.22	18.37	46.09	56.67	55.10
Grade 7	2478.	2477.	2515.	3.57	6.56	14.12	11.90	14.75	17.65	34.52	23.77	31.76	50.00	54.92	36.47
Grade 8	2458.	2511.	2545.	2.00	11.11	15.70	11.00	8.64	18.18	20.00	33.33	34.71	67.00	46.91	31.40
Grade 11															
All Grades	N/A	N/A	N/A	7.60	11.80	15.03	19.61	18.15	19.58	29.33	29.40	28.50	43.46	40.65	36.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.84	28.95	22.34	63.16	63.16	51.06	25.00	7.89	26.60
Grade 4	14.85	14.81	19.77	53.47	53.09	56.98	31.68	32.10	23.26
Grade 5	17.78	17.82	9.09	48.89	54.46	39.77	33.33	27.72	51.14
Grade 6	9.57	8.89	16.33	46.09	37.78	25.51	44.35	53.33	58.16
Grade 7	4.76	5.74	14.12	44.05	44.26	51.76	51.19	50.00	34.12
Grade 8	3.00	8.64	13.22	32.00	50.62	57.02	65.00	40.74	29.75
Grade 11									
All Grades	10.25	13.43	15.73	47.35	49.91	47.20	42.40	36.66	37.06

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.42	18.42	24.47	51.32	64.47	48.94	30.26	17.11	26.60
Grade 4	15.84	6.17	9.30	45.54	62.96	59.30	38.61	30.86	31.40
Grade 5	15.56	15.84	9.09	54.44	54.46	47.73	30.00	29.70	43.18
Grade 6	7.83	6.67	9.18	46.96	44.44	43.88	45.22	48.89	46.94
Grade 7	3.57	7.38	12.94	57.14	49.18	56.47	39.29	43.44	30.59
Grade 8	4.00	4.94	16.53	50.00	56.79	56.20	46.00	38.27	27.27
All Grades	10.60	9.80	13.81	50.53	54.63	52.10	38.87	35.57	34.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.89	14.47	21.28	75.00	71.05	58.51	17.11	14.47	20.21
Grade 4	15.84	12.35	18.60	56.44	62.96	59.30	27.72	24.69	22.09
Grade 5	5.56	15.84	4.55	71.11	63.37	54.55	23.33	20.79	40.91
Grade 6	6.96	11.11	12.24	61.74	50.00	50.00	31.30	38.89	37.76
Grade 7	7.14	4.10	8.24	60.71	60.66	58.82	32.14	35.25	32.94
Grade 8	3.00	6.17	14.05	58.00	67.90	63.64	39.00	25.93	22.31
All Grades	7.77	10.34	13.29	63.25	62.25	57.69	28.98	27.40	29.02

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://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	5	8	7
1	*	*	*	*	*	*	*	*	*	5	4	*
2	*	*	*	*	*	*	*	*	*	*	4	*
3	*	*	*	*	*	*	*	*	*	6	4	4
4	*	*	*	*	*	*	*	*	*	4	5	5
5	*	*	*	*	*	*	*	*	*	6	5	5
6	*	*	*	*	*	*	*	*	*	4	7	4
7	*	*	*	*	*	*	*	*	*	6	*	5
8	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										44	42	38

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.91	16.67	34.21	47.73	54.76	42.11	13.64	21.43	18.42	22.73	7.14	5.26	44	42	38

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.64	45.24	52.63	31.82	38.10	34.21	13.64	9.52	10.53	15.91	7.14	2.63	44	42	38

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	16.67	21.05	36.36	16.67	31.58	36.36	50.00	42.11	22.73	16.67	5.26	44	42	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	33.33	39.47	63.64	59.52	55.26	11.36	7.14	5.26	44	42	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	57.14	63.16	38.64	30.95	28.95	15.91	11.90	7.89	44	42	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.36	14.29	18.42	47.73	59.52	63.16	40.91	26.19	18.42	44	42	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.45	21.43	23.68	63.64	66.67	76.32	15.91	11.90	0.00	44	42	38

Conclusions based on this data:

1. See comprehensive needs assessment.

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
819	55.7%	4.8%	0.6%
Total Number of Students enrolled in Luiseño 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	39	4.8%
Foster Youth	5	0.6%
Homeless	40	4.9%
Socioeconomically Disadvantaged	456	55.7%
Students with Disabilities	116	14.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	6.6%
American Indian	0	0.0%
Asian	11	1.3%
Filipino	15	1.8%
Hispanic	491	60%
Two or More Races	42	5.1%
Pacific Islander	1	0.1%
White	205	25%

Conclusions based on this data:

1. See comprehensive needs assessment.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance English Language Arts

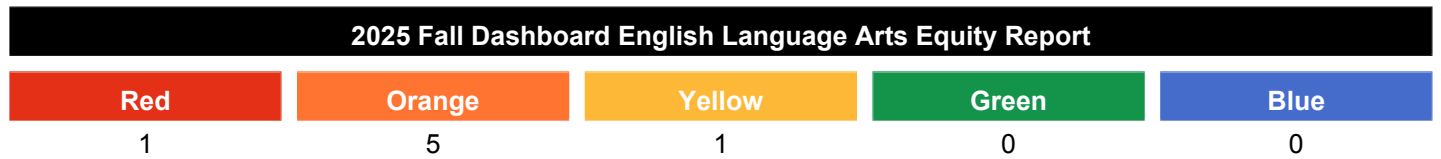
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This section provides number of student groups in each level.



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  Orange 14.7 points below standard Declined 5.8 points 571 Students	English Learners  Orange 61.3 points below standard Declined 3.3 points 55 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  Orange 56.9 points below standard Maintained -0.4 points 30 Students	Socioeconomically Disadvantaged  Orange 32.8 points below standard Declined 9.2 points 327 Students

Students with Disabilities  Red 100.2 points below standard Declined 38.3 points 81 Students	African American  Orange 15.8 points below standard Declined 7 points 37 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 60.5 points above standard 11 Students	Hispanic  Orange 28.4 points below standard Maintained -2.4 points 335 Students
Two or More Races  No Performance Color 2.1 points above standard Declined 41.8 points 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 6.8 points above standard Declined 3 points 155 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Mathematics

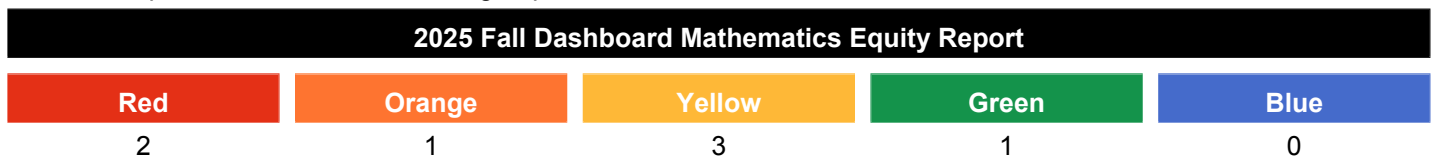
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This section provides number of student groups in each level.



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  Yellow 46.8 points below standard Increased 4.8 points 571 Students	English Learners  Yellow 85 points below standard Increased 19.1 points 55 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  Red 111.5 points below standard Declined 12.1 points 30 Students	Socioeconomically Disadvantaged  Yellow 64 points below standard Increased 3 points 327 Students

Students with Disabilities  Red 127.3 points below standard Declined 37.8 points 81 Students	African American  Yellow 34.5 points below standard Increased 17.1 points 37 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 22.9 points above standard 11 Students	Hispanic  Orange 63.3 points below standard Maintained 2.3 points 335 Students
Two or More Races  No Performance Color 37.2 points below standard Declined 8.5 points 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 23.2 points below standard Increased 11.2 points 155 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Science

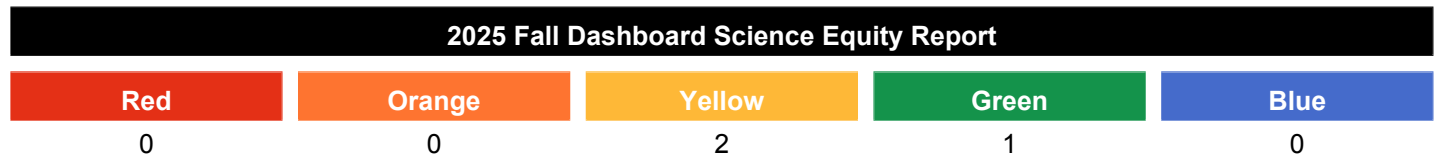
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This section provides number of student groups in each level.



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  Yellow 52.5 science points Maintained -1.5 points 210 Students	English Learners  No Performance Color 43.5 science points Maintained -1.1 points 20 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 40.6 science points Declined 7.3 points 12 Students	Socioeconomically Disadvantaged  Yellow 49.1 science points Declined 3.7 points 121 Students

Students with Disabilities  No Performance Color 35 science points Declined 11.1 points 22 Students	African American  No Performance Color 50.8 science points Declined 8.1 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 49.8 science points Maintained -1.4 points 131 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 57.4 science points Maintained 0.1 points 47 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	 No Performance Color
56.7 making progress.	making progress.
Number Students: 30 Students	Number Students: 5 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
10%	33.3%	0%	56.7%

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

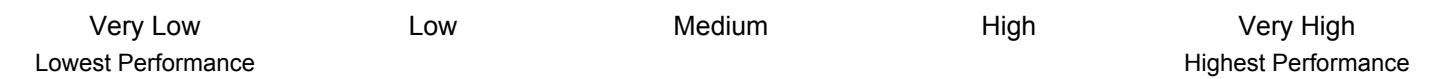
Academic Performance College/Career Report

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

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



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	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:

- No data presented for Luiseño School.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

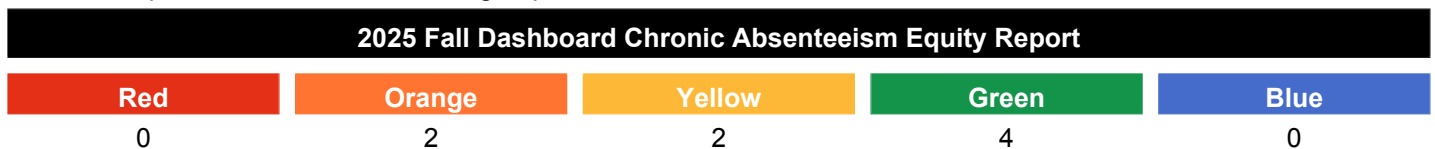
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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 Green 7.8% Chronically Absent Declined 1.5 830 Students	English Learners Green 7.5% Chronically Absent Declined 6.5 40 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless Yellow 11.6% Chronically Absent Declined 7.6 43 Students	Socioeconomically Disadvantaged Yellow 12% Chronically Absent Declined 1 475 Students

Students with Disabilities  Orange 14.8% Chronically Absent Maintained 0.4 135 Students	African American  Orange 10.5% Chronically Absent Maintained 0 57 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% Chronically Absent Declined 9.1 11 Students	Filipino  No Performance Color 6.7% Chronically Absent Maintained 0.4 15 Students	Hispanic  Green 8.6% Chronically Absent Declined 0.7 498 Students
Two or More Races  Green 4.8% Chronically Absent Declined 11.6 42 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 6.3% Chronically Absent Declined 1.5 206 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

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. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

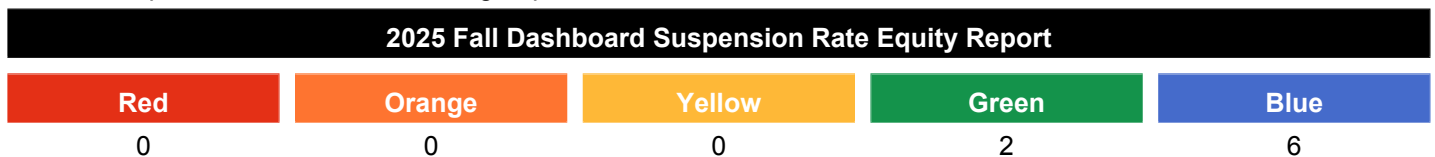
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.4% suspended at least one day Declined 1.2% 835 Students	English Learners  Blue 0% suspended at least one day Declined 5% 40 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless  Blue 0% suspended at least one day Declined 3.9% 43 Students	Socioeconomically Disadvantaged  Blue 0.6% suspended at least one day Declined 1.7% 479 Students

Students with Disabilities  Green 0.7% suspended at least one day Maintained 0.1% 136 Students	African American  Green 1.8% suspended at least one day Declined 1.7% 57 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Hispanic  Blue 0.2% suspended at least one day Declined 1.6% 502 Students
Two or More Races  Blue 0% suspended at least one day Declined 2% 42 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0.5% suspended at least one day Declined 0.4% 206 Students

Conclusions based on this data:

1. See comprehensive needs assessment.

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
Dawn Hernandez	X				
Artemisa Torres- Year 1			X		
Claudia Reasoner - Year 2		X			
Marcus Adornetto - Year 1		X			
Juliana Lin - Year 1		X			
Vicki Sanchez - Year 1		X			
Philip Breitenbucher - Year 1				X	
Vernisha Davenport - Year 2				X	
Matthew DeLano - Year 1				X	
Brody Gunn - Year 1					X
Alyah Rios - Year 1					X
Abigail DeLano - Year 2					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: Luiseño School is working to improve achievement in English Language Arts, Mathematics, and Science.

2026-2027 Goals

HOMELESS YOUTH:

~Goal 1a: Homeless Youth ELA will improve DFS by +3.0 points from -56.9 dfs to 53.9 dfs by the 2027 CA Dashboard.

~Goal 1b: Homeless Youth Math will improve DFS by +3.0 points from -111.5 dfs to -108.5 dfs by the 2027 CA dashboard.

EL:

~Goal 1c: EL Students in grades 3-8 will improve DFS in ELA by +3 points from -61.3 dfs to -58.3 dfs by the 2027 CA Dashboard.

~Goal 1d: EL Students in Grades 3-8 will improve DFS in Math by +3 points from -85 dfs to -82 dfs by the 2027 CA Dashboard.

HISPANIC STUDENTS:

~Goal 1e: Hispanic Students in grades 3-8 will improve DFS in ELA by +3 points from -28.4 dfs to -25.4 dfs by the 2027 CA Dashboard.

~Goal 1f: Hispanic Students in grades 3-8 will improve DFS in Math by +3 points from -63.3 dfs to -60.3 dfs by the 2027 CA Dashboard.

SWD:

~Goal 1g: SWD in grades 3-8 will improve DFS in ELA by +3 points from -100.2 dfs to -97.2 dfs by the 2027 CA Dashboard.

~Goal 1h: SWD in Grades 3-8 will improve DFS in Math by +3 points from -127.3 dfs to -124.3 dfs by the 2027 CA Dashboard.

ALL STUDENTS:

~Goal 1i: All Students in grades 3-8 will improve DFS in ELA by +3 points from -14.7 dfs to -11.7 dis by the 2027 CA Dashboard.

~Goal 1j: All Students in grades 3-8 will improve DFS in Math by +3 points from -46.8 dfs to -43.8 dfs by the 2027 CA Dashboard.

SCIENCE:

~Goal 1k: All Students in grades 5 and 8 will improve in Science by +2 science points from 52.5 sp to 54.5 sp by the 2027 CA 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.

Goal 1: ACADEMIC EXCELLENCE: English Language Arts, Mathematics

2026-2027 Aim Statements

HOMELESS YOUTH:

~Goal 1a: Homeless Youth ELA will improve DFS by +3.0 points from -56.9 dfs to 53.9 dfs by the 2027 CA Dashboard.

~Goal 1b: Homeless Youth Math will improve DFS by +3.0 points from -111.5 dfs to -108.5 dfs by the 2027 CA dashboard.

EL:

~Goal 1c: EL Students in grades 3-8 will improve DFS in ELA by +3 points from -61.3 dfs to -58.3 dfs by the 2027 CA Dashboard.

~Goal 1d: EL Students in Grades 3-8 will improve DFS in Math by +3 points from -85 dfs to -82 dfs by the 2027 CA Dashboard.

HISPANIC STUDENTS:

~Goal 1e: Hispanic Students in grades 3-8 will improve DFS in ELA by +3 points from -28.4 dfs to -25.4 dfs by the 2027 CA Dashboard.

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SWD:

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ALL STUDENTS:

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~Goal 1j: All Students in grades 3-8 will improve DFS in Math by +3 points from -46.8 dfs to -43.8 dfs by the 2027 CA Dashboard.

SCIENCE:

~Goal 1k: All Students in grades 5 and 8 will improve in Science by +2 science points from 52.5 sp to 54.5 sp by the 2027 CA Dashboard.

2026-2027

~Goal 1: Academic Excellence Problem Statements

ELA Achievement

Every group at LS went down in ELA from 2024-2025

All students group down by -5.8 dfs in ELA

EL students down by -3.3 dfs in ELA

Black/African American students down by -7 dfs in ELA

SED down in ELA -9.2 dfs

Hispanic students maintained with a decline of -2.4 dfs in ELA

White students down by -3.0 dfs in ELA

SWD down in ELA -38.3 dfs (in red on dashboard)

ELA GAPS

All students group scored -14.7 dfs in ELA
Black/African American students scored -15.8 dfs in ELA
Hispanic students scored -28.4 dfs in ELA
SED scored -32.8 dfs in ELA
Homeless Youth scored -56.9 dfs in ELA
EL scored -61.3 dfs in ELA
SWD scored -100.2 dfs in ELA

Math Achievement

All students group improved in math by +4.8 dfs
EL students improved in math by +19.1 dfs
SED improved in math by +3.0 dfs
Black/African American improved in math +17.1 dfs
White Students improved +11.2 dfs in math
Homeless down in math by -12.1 dfs (in red on dashboard)
SWD down in math -37.8 dfs (in red on dashboard)

Math Gaps

Black/African American students scored -34.5 dfs in math
All students group scored -46.8 dfs in math
Hispanic students scored -63.3 dfs in math
SED scored -64 dfs in math
EL scored -85 dfs in math
Homeless youth scored -111.5 dfs in math
SWD scored -127.3 dfs in math

Probable root causes as identified by the leadership team are as follows:

A need for curriculum implementation, resources and instruction using adopted materials

- Phonics skills
- Test taking strategies
- Targeted intervention
- Target support for EL students
- A need for more academic language in targeted instruction

A need to improve student engagement and motivation

A need for better time management

A need for additional teacher support and professional development

A need to efforts and planning to be student-centered

Bias

Luiseno School will take the following actions to address these needs:

Goal 1 Action 1: Provide 2 days release time (1 per semester) for teachers and coaches to work on data analysis and planning with curricular resources for all math and ELA teachers: 27 General Education and 5 Special Education (2 RSP and 3 SDC).

SDC Sub \$238.13/day - $2 \times 3 \times \$238.13 = \$1,428.78$

Non SDC Sub \$213.71/day - $2 \times 27 \times \$213.71 = \$11,540.34$

$\$1,428.78 + \$11,540.34 = \$12,969.12$

Goal 1 Action 2: Provide tutoring services to students, including general education and special education students, utilizing district adopted curriculum, Smarter Balanced Tools for Teachers and

results of curriculum assessments, district adopted common assessments SBAC interim assessments.

-6 grade levels/teachers
-2 days/week tutoring
-8 weeks/semester
-2 semesters
----Total 192 hours

$$6 \times 2 \times 8 \times 2 \times \$93.06/\text{hour} = \$17867.52$$

Goal 1 Action 3: Provide release day for data analysis and comprehensive needs assessment with leadership team.

1 SDC Teacher \$238.13
10 General Education Teacher \$213.71/day = \$2,137.10
 $2,137.10 + 238.13 = 2,375.23$

Goal 1 Action 4: Provide extra support in the classroom from an additional classified staff member to assist during differentiated instruction with Tier 1 and Tier 2 supports for elementary grade levels during the school day.

**Add Paraeducator 1 position to support intervention and walk to learn model in elementary grades.

Position: Para I		
Hours 3 Range 11		
Days 182 Step 4		
FTE	0.325 Rate	3,502.48
Projected Position Expense		
Salary Fixed Charges H&W Total		
\$13,659.67	\$ 655.66	\$14,315.34

Goal 1 Action 5: Purchase of Reading Intervention Program License for Reading Intervention Class in Grades 6-8

Goal 1 Action 6: Implement Robotics Instruction After School to increase STEM exposure and improve mathematical thinking in students through coding and robotics competitions in order to improve CAST scores.

After School Certificated Extra Duty:

$66 \text{ hrs.} \times \$80.35 \text{ (24 weeks with 4 hours/week ---} \rightarrow 96 \text{ hours - 30 STEM MOU hours = 66 hours)} = \5303.10

Goal 1 Action 7: Robotics Summer Camp Extra Duty:

4 hours/day for 3 days

Certificated Extra Duty- $4 \times 4 \times \$80.35 = \1285.60

Goal 1 Action 8: Send administrator and teachers to Solution Tree Conference (PLC Institute) to improve the Luiseño School Professional Learning Community effectiveness.

October 14-16, 2026

PLC Institute 6 teachers+ 1 admin

Registration $7 \times ______ 769 = \$5,383$

Lodging

$-\$267.97 \times 7 \times 3 \text{ nights} = \$5,627.37$
 $\text{Parking } 7 \times \$27/\text{day} \times 4 \text{ days} = \756
 $\text{Food } 7 \times \$65/\text{day} \times \underline{\quad} 3 = \1365
 $\text{Mileage } 7 \times 120 \text{ miles} \times .725/\text{mile} = \609
 $\text{TOTAL} = \$13740.37$
 $5383 + 5,627.37 + 756 + 1365 + 609 = 13,740.37$

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-Homeless-CAASPP/CA Dashboard	-56.9 dfs (CAASPP 2025)	-53.9 dfs by June 2027
dfs Math-Homeless-CAASPP/CA Dashboard	-111.5 dfs (CAASPP 2025)	-108.5 dfs by June 2027
dfs ELA, EL-CAASPP/CA Dashboard	-61.3 dfs (CAASPP 2025)	-58.3 dfs by June 2027
dfs Math, EL-CAASPP/CA Dashboard	-85 dfs (CAASPP 2025)	-82 dfs by June 2027
dfs ELA, SWD-CAASPP/CA Dashboard	-100.2 dfs (CAASPP 2025)	-97.2 dfs by June 2027
dfs Math, SWD-CAASPP/CA Dashboard	-127.3 dfs (CAASPP 2025)	-124.3 dfs by June 2027
dfs Math, All Students-CAASPP/CA Dashboard	-46.8 dfs (CAASPP 2025)	-43.8 dfs by June 2027
dfs ELA, All Students-CAASPP/CA Dashboard	-14.7 dfs (CAASPP 2025)	-13.7 dfs by June 2027
dfs Math, Hispanic Students-CAASPP/CA Dashboard	-63.3 dfs (CAASPP 2025)	-60.3 dfs by June 2027
dfs ELA, Hispanic Students-CAASPP/CA Dashboard	-28.4 dfs (CAASPP 2025)	-25.4 dfs by June 2027
dfs Science, All Students-CAST/CA Dashboard	52.5 sp (CAST 2025)	54.5 sp 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	1.1 Provide 2 days release time (1 per semester) for teachers and coaches to work on data analysis and planning with curricular resources for all math and ELA teachers: 27 General Education and 5 Special Education (2 RSP and 3 SDC). SDC Sub $\\$238.13/\text{day} - 2 \times 3 \times \\$238.13 = \\$1,428.78$ Non SDC Sub $\\$213.71/\text{day} - 2 \times 27 \times \\$213.71 = \\$11,540.34$ $\\$1,428.78 + \\$11,540.34 = \\$12,969.12$	At Risk Students and ALL Students	12970 Title I 1130: Certificated Sub

1.3	1.2 Provide tutoring services to students, including general education and special education students, utilizing district adopted curriculum, Smarter Balanced Tools for Teachers and results of curriculum assessments, district adopted common assessments SBAC interim assessments. -6 grade levels/teachers -2 days/week tutoring -8 weeks/semester -2 semesters ----Total 192 hours $6 \times 2 \times 8 \times 2 \times \\$93.06/\text{hour} = \\$17867.52$	At Risk Students and ALL Students	17867.52 Title I 1140: Certificated Extra Duty
1.4	1.3 Provide release day for data analysis and comprehensive needs assessment with leadership team. 1 SDC Teacher \$238.13 10 General Education Teacher \$213.71/day = \$2,137.10 $2,137.10 + 238.13 = 2,375.23$	At Risk Students and ALL Students	2,375.23 Title I 1130: Certificated Sub
1.5	1.4 Provide extra support in the classroom from an additional classified staff member to assist during differentiated instruction with Tier 1 and Tier 2 supports for elementary grade levels during the school day. **Add Paraeducator 1 position to support intervention and walk to learn model in elementary grades. Position: Para I Hours 3 Range 11 Days 182 Step 4 FTE 0.325 Rate 3,502.48 Projected Position Expense Salary Fixed Charges H&W Total \$13,659.67 \$ 655.66 \$ - \$14,315.34	At Risk Students and ALL Students	14315.34 Title I 2000-2999: Classified Personnel Salaries
1.7	1.5 Purchase of Reading Intervention Program License for Reading Intervention Class in Grades 6-8	At Risk Middle Students in Reading	2180 Title I 4000-4999: Books And Supplies READ 180 Software License
1.9	1.6 Implement Robotics Instruction After School to increase STEM exposure and improve mathematical thinking in students through coding and robotics competitions in order to improve CAST scores. After School Certificated Extra Duty: 66 hrs. x \$80.35 (24 weeks with 4 hours/week --->96 hours - 30 STEM MOU hours = 66 hours) = \$5303.10	At Risk Students and ALL Students	5303.10 Title I 1140: Certificated Extra Duty
1.10	1.7 Robotics Summer Camp Extra Duty: 4 hours/day for 3 days Certificated Extra Duty- $4 \times 4 \times \\$80.35 = \\1285.60	At Risk Students and ALL Students	1285.60 Title I 1140: Certificated Extra Duty

1.13	1.8 Send administrator and teachers to Solution Tree Conference (PLC Institute) to improve the Luiseño School Professional Learning Community effectiveness. October 14-16, 2026 PLC Institute 6 teachers+ 1 admin Registration 7 x 769 = \$5,383 Lodging -\$267.97 x 7 x 3 nights = \$5,627.37 Parking 7 x \$27/day x 4 days = \$756 Food 7 x \$65/day x 3 = \$1365 Mileage 7 x 120 miles x .725/mile = \$609 TOTAL = \$13740.37 5383+5,627.37+756+1365+609=13,740.37	At Risk Students and ALL Students	13740.37 Title I 5200: Conferences October 14-16, 2026 PLC Institute 3,846.78 Title I 1130: Certificated Sub Subs for 3 days for 6 teachers 3 x 6 x 213.71/day = \$3,846.78
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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.

2025 Goal 1: ACADEMIC EXCELLENCE: Luiseño School is working to improve achievement in English Language Arts, Mathematics, and Science.

~Goal 1a: Homeless Youth ELA will improve DFS in ELA by +3.0 points from -56.5 dfs to -53.5 dfs by the 2026 CA Dashboard.

~Goal 1b: Homeless Youth math will improve +4.4 DFS points from -99.4 DFS to -95 DFS by the 2026 CA dashboard.

~Goal 1c: EL Students in grades 3-8 will improve DFS in ELA by +3 points from -58 DFS to -55 DFS by the 2026 CA Dashboard.

~Goal 1d: EL Students in Grades 3-8 will improve DFS in math by +3 points from -104 point to -101 points by CA Dashboard 2026.

~Goal 1e: SWD in grades 3-8 will improve DFS in ELA by +3 points from -61.9 DFS to -58.9 DFS by the 2026 CA Dashboard.

~Goal 1f: SWD in Grades 3-8 will improve DFS in math by +3 points from -89.6 point to -86.5 dfs by CA Dashboard 2026.

~Goal 1g: All Students in grades 3-8 will improve DFS in ELA by +3.9 points from -8.9 DFS to -5 DFS by the 2026 CA Dashboard.

~Goal 1h: All Students in grades 3-8 will improve DFS in Math by +3 points from -51.6 DFS to -48.6 DFS by the 2026 CA Dashboard.

~Goal 1i: All Students in grades 5 and 8 will improve DFS in Science by +3 points from -10.4 DFS to -7.4 DFS by the 2026 CA Dashboard.

~Goal 1j: EL Students in grades 5 and 8 will improve DFS in Science by +3 points from -19.9 DFS to -16.9 DFS by the 2026 CA Dashboard.

~Goal 1k: Hispanic Students in grades 5 and 8 will improve DFS in Science by +3 points from -13.3 DFS to -10.3 DFS by the 2026 CA Dashboard.

Goal 1 Action 1: Provide 1 release day for teachers and coaches to work on PD for effective instructional strategies such

as McRel's 14 strategies, literacy strategies, and MLRs for all teachers: 40 teachers (37 General Education + 3 SDC).

Implementation:

- o MS Math, Sci, RSP 1-27-26
- o MS ELA, SS, SDC 2-3-26
- o 4th, 5th, Ingram 2-18-26
- o 2nd, 3rd, SDC 3-4-26
- o TK, K, 1st 3-11-26
- o PE, Electives 3-18-26

Goal 1 Action 2: Provide 2 days release time for teachers and coaches to work on data analysis and planning with new curricular resources for all math and ELA teachers: 27 General Education and 5 Special Education (2 RSP and 3 SDC).

Implementation:

- o 9-30-25 Day 1 1st and 2nd Grade
- o 10-1-25 Day 1 Middle School Math
- o 10-8-25 Day 1 MS ELA
- o 10-9-25 Day 1 3rd, 4th and 5th Grade
- o 10-20-25 Day 1 TK
- o 11-12-25 Day 1 Kinder - cancelled due to lack of subs

- o 4-9-26 Day 2 3rd Grade
- o 4-15-26 Day 2 Middle School Math
- o 4-21-26 Day 2 1st Grade
- o 4-22-26 Day 2 4th Grade
- o 4-22-26 Day 2 5th Grade
- o 4-28-26 Day 2 2nd Grade
- o TBD Day 2 MS ELA
- o 4-20-26 Day 2 TK
- o 5-4-26 Day 2 Kinder

Goal 1 Action 3: Provide 1 day of training on effective PLC meetings for all teachers: 40 teachers (37 General Education + 3 SDC)

Implementation:

- o 12-2-25 K-2
- o 12-3-25 3rd, 4th, and 5th Grade
- o 11-5-25 MS Group 1 (Math, Science, PE, RSP)
- o 1-21-26 MS Group 2 (ELA, SS, Electives, SDC)
- o 1-23-26 TK

Goal 1 Action 4: Provide tutoring services to students at all grade levels (1-8) utilizing district adopted curriculum, Smarter Balanced Tools for Teachers and results of curriculum assessments, district adopted common assessments SBAC interim assessments.

- 8 grade levels
- 2 days/week tutoring
- 6 weeks/semester

Implementation:

- o Teachers in grades 1, 2, 3, 6, 7, and 8 and SDC have offered tutoring after school in the 2025-2026 school year.

Goal 1 Action 5: Provide release day for root cause analysis with leadership team.

Implementation:

- o 3-17-26 Leadership Team met for data analysis, root cause analysis and comprehensive needs assessment.

Goal 1 Action 6: Provide extra support in the classroom from a classified staff member to assist during differentiated instruction with Tier 1 and Tier 2 supports for elementary grade levels during the school day.

Implementation:

- o Walk to Learn implemented second semester in all grades except 4th grade. Extra duty paid to Para I to extend her support to 12:30 each day.
- o Extra duty paid to Para I to extend her support to 12:30 each day.

Goal 1 Action 8: Purchase of Reading Intervention Program License for Reading Intervention Class in Grades 6-8.

Implementation:

- o READ 180 software license purchased and implemented in reading intervention class for middle school grades.

Goal 1 Action 9: Implement Robotics Instruction After School to increase STEM exposure and improve mathematical thinking in students through coding and robotics competitions in order to improve CAST scores.

-After School Certificated Extra Duty:

-4hrs. x \$88.23 x 33wks (132 hours - 30 STEM MOU hours) = \$8,999.46

Implementation:

o Robotics club meets 2 times/week

Goal 1 Action 10: Robotic Summer Camp Extra Duty:

-4 hours/day for 4 days

-Certificated Extra Duty- 4 x 4 x \$88.23 = \$1,411.68

Implementation:

o Robotic camp took place in summer of 2025.

Goal 1 Action 11: Robotics Release Planning Days: Sub

-2 days-1)Program 2)Intramurals

-Certificated-\$213.71 x 2 = \$427.42

Implementation:

o The robotic advisor utilized one sub day for the purpose of planning robotics competitions.

Goal 1 Action 12: Robotics Intramurals: Sub

-3 days

-Certificated- \$213.71 x 3 = \$641.13

Implementation:

o The robotic advisor utilized one sub day for the purpose of robotics intramurals.

Effectiveness of Goal 1 Actions:

***Local data was collected to show effectiveness of PD on student achievement. The data shows growth in ELA and math achievement. Progress monitoring for each action will continue to be a priority for 2026-2027.

- In the 2025-2026 fall window of i-Ready reading benchmark the overall placement was as follows:

-19% students scored three or more grade levels below

-13% students scored two grade levels below

-37% students scored one grade level below

-18% students scored early on grade level

-14% students scored mid or above grade level

- In the 2025-2026 winter window of i-Ready reading benchmark the overall placement was as follows:

-16% students scored three or more grade levels below

-10% students scored two grade levels below

-32% students scored one grade level below

-23% students scored early on grade level

-20% students scored mid or above grade level

- In the 2025-2026 fall window of i-Ready math benchmark the overall placement was as follows:

-20% students scored three or more grade levels below

-18% students scored two grade levels below

-47% students scored one grade level below

-11% students scored early on grade level

-3% students scored mid or above grade level

- In the 2025-2026 winter window of i-Ready math benchmark the overall placement was as follows:

-17% students scored three or more grade levels below

-9% students scored two grade levels below

-46% students scored one grade level below

-18% students scored early on grade level

-9% students scored mid or above grade level

CAST Assessment Data:

Grade 8

2025 Summative

-11% Advanced (Level 4)

-21% Proficient (Level 3)

-60% Developing (Level 2)

-8% Minimal (Level 1)

2024-2025 CAST IA

- IA Earth and Space Sciences I
- 1% Above Standard
- 40% Near Standard
- 59% Below Standard
- IA Earth and Space Sciences II
- 0% Above Standard
- 0% Near Standard
- 100% Below Standard
- IA Life Sciences I
- 0% Above Standard
- 8% Near Standard
- 92% Below Standard
- IA Life Sciences II
- 15% Above Standard
- 32% Near Standard
- 53% Below Standard
- IA Physical Sciences I
- 0% Above Standard
- 13% Near Standard
- 87% Below Standard
- IA Physical Sciences II
- 5% Above Standard
- 26% Near Standard
- 69% Below Standard

2025-2026 CAST IA

- IA Earth and Space Sciences I
- 0% Above Standard
- 53% Near Standard
- 47% Below Standard
- IA Earth and Space Sciences II
- 4% Above Standard
- 85% Near Standard
- 11% Below Standard
- IA Life Sciences I
- 0% Above Standard
- 33% Near Standard
- 67% Below Standard
- IA Life Sciences II
- 6% Above Standard
- 35% Near Standard
- 59% Below Standard
- IA Physical Sciences I
- 0% Above Standard
- 6% Near Standard
- 94% Below Standard
- IA Physical Sciences II
- 15% Above Standard
- 32% Near Standard
- 53% Below Standard

Grade 5

2025 Summative

- 5% Advanced (Level 4)
- 22% Proficient (Level 3)
- 62% Developing (Level 2)
- 11% Minimal (Level 1)

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

Budgeted Amount: \$9300

Actual Expenditure: \$ \$7,478.80 as of April, 2026

Difference Due To: There were some teachers who did not participate due to lack of sub coverage.

Action 1.2

Budgeted Amount: \$12,970

Actual Expenditure: \$9,188.24 as of April, 2026

Difference Due To: As of April, 2026, not all teams have held their 2nd data and planning day. Some teams will meet in May, 2026.

Action 1.3

Budgeted Amount: \$5,830

Actual Expenditure: \$ \$5,769.36

Difference Due To: There were some teachers who did not participate due to lack of sub coverage. SSC approved moving funds from this action to goal to support family engagement events teacher extra duty.

Action 1.4

Budgeted Amount: \$16,968.28

Actual Expenditure: \$ \$12,004.74 as of April, 2026

Difference Due To: Teachers are still offering tutoring, and some timesheets have not been submitted yet as of 4/17/26..

Action 1.5

Budgeted Amount: \$2,600

Actual Expenditure: \$ \$2,564.16

Difference Due To: Most of the team attended. One team member did not participate due to a field trip.

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.

Changes to the goal include addition of a paraeducator to support intervention and sending teachers and an administrator to a PLC institute to address continued improvement in ELA, math, and science scores for all students, homeless youth, EL students, SWD, and Hispanics students. Actions will be expanded and revised based on input from the leadership team, SSC, and ELAC.

Professional development for staff will be provided by outside agency rather than with instructional coaches. 2 data release and planning days will continue. Robotics instruction continue with a summer camp and after school. However, any release days will be paid out of general funds rather than Title I. The action to purchase reading intervention software for middle school grades will continue. Tutoring will also continue and be expanded in 2026-2027. One major change in actions will be the hiring of a classified staff member to support intervention at the elementary grades.

1.1 Provide 2 days release time (1 per semester) for teachers and coaches to work on data analysis and planning with curricular resources for all math and ELA teachers: 27 General Education and 5 Special Education (2 RSP and 3 SDC).

SDC Sub \$238.13/day - 2 x 3 x \$238.13 = \$1,428.78

Non SDC Sub \$213.71/day - 2 x 27 x \$213.71 = \$11,540.34

$\$1,428.78 + \$11,540.34 = \$12,969.12$

1.2 Provide tutoring services to students, including general education and special education students, utilizing district adopted curriculum, Smarter Balanced Tools for Teachers and results of curriculum assessments, district adopted common assessments SBAC interim assessments.

-6 grade levels/teachers

-2 days/week tutoring

-8 weeks/semester

-2 semesters

----Total 192 hours

$6 \times 2 \times 8 \times 2 \times \$93.06/\text{hour} = \$17867.52$

1.3 Provide release day for data analysis and comprehensive needs assessment with leadership team.

1 SDC Teacher \$238.13

10 General Education Teacher \$213.71/day = \$2,137.10

$2,137.10 + 238.13 = 2,375.23$

1.4 Provide extra support in the classroom from an additional classified staff member to assist during differentiated instruction with Tier 1 and Tier 2 supports for elementary grade levels during the school day.

**Add Paraeducator 1 position to support intervention and walk to learn model in elementary grades.

Position: Para I

Hours 3 Range 11

Days 182 Step 4

FTE 0.325 Rate 3,502.48

Projected Position Expense

Salary Fixed Charges H&W Total

\$13,659.67 \$ 655.66 \$14,315.34

1.5 Purchase of Reading Intervention Program License for Reading Intervention Class in Grades 6-8

1.7 Robotics Summer Camp Extra Duty:

4 hours/day for 3 days

Certificated Extra Duty- $4 \times 4 \times \$80.35 = \1285.60

1.8 Send administrator and teachers to Solution Tree Conferences to improve the Luiseño School Professional Learning Community effectiveness.

October 14-16, 2026

PLC Institute 6 teachers+ 1 admin

Registration $7 \times 769 = \$5,383$

Lodging

$-\$267.97 \times 7 \times 3 \text{ nights} = \$5,627.37$

Parking $7 \times \$27/\text{day} \times 4 \text{ days} = \756

Food $7 \times \$65/\text{day} \times 3 = \1365

Mileage $7 \times 120 \text{ miles} \times .725/\text{mile} = \609

TOTAL = \$13740.37

$5383 + 5,627.37 + 756 + 1365 + 609 = 13,740.37$

Metrics will include 2026 DFS CAASPP scores and CAST SP scores as well as attendance and participation in the robotics competitions, robotics summer camp, and intramurals.

***Progress monitoring for each action will continue utilizing district benchmarks and common assessments in the 2026-2027 school year.

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.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT - Luiseño is working to increase attendance and decrease suspensions.

2026-2027

SUSPENSIONS:

~Goal 2a: All students suspension rate will maintain at 0.4% (decline or increase by 0.2%) by the 2027 CA Dashboard.

CHRONIC ABSENTEEISM

~Goal 2b: All students chronic absenteeism rate will decrease by 0.5% from 7.8% to 7.3% by the 2027 CA Dashboard.

~Goal 2c: SWD chronic absenteeism rate will decrease by 0.5% from 14.8% to 14.3% by the 2027 CA Dashboard.

~Goal 2d: Black/African American student chronic absenteeism rate will decrease by 0.5% from 10.5% to 10% by the 2027 CA Dashboard.

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.

2026-2027

SUSPENSIONS:

~Goal 2a: All students suspension rate will maintain at 0.4% (decline or increase by 0.2%) by the 2027 CA Dashboard.

CHRONIC ABSENTEEISM

~Goal 2b: All students chronic absenteeism rate will decrease by 0.5% from 7.8% to 7.3% by the 2027 CA Dashboard.

~Goal 2c: SWD chronic absenteeism rate will decrease by 0.5% from 14.8% to 14.3% by the 2027 CA Dashboard.

~Goal 2d: Black/African American student chronic absenteeism rate will decrease by 0.5% from 10.5% to 10% by the 2027 CA Dashboard.

Problem Statements:

*SWD maintained chronic absenteeism with slight increase of 0.4%

*In Orange with 14.8% chronically absent compared to All Students in Green with 7.8%

*Black/African American maintained chronic absenteeism with 0% change compared to All Students in Green with 7.8%

*In Orange with 10.5% chronically absent

Probable Root Causes as Identified by Luiseño Leadership Team:

*Basic emotional and physical needs not being met for homeless youth.

*Lack of housing consistency (attendance) for homeless youth.

*Lack of school connection for Black/African American students and homeless youth.

~Attendance Root Causes (empathy interviews):

*Students reported Illness as a reason for not coming to school.

*Students reported that they were tired and had a hard time waking up to come to school.

*Students reported stress or anxious feelings about school.

*Students reported some unkind students affecting them.

*Students reported some social issues.

*Loss of family member/grief.

~Suspension Root Causes (empathy interviews):

*Students reported Friend choices

*Students reported Need for behavior expectation reminders/assemblies that are more engaging

*Students reported Need for positive adult connections/fun activities with adults as well.

*Students reported Desire for fun extracurricular activities to continue and expand.

*Students reported Desire for more sports and fun activities at lunch.

~Luiseño School will take the following actions to address these needs:

Goal 2 Action 1: Parent/Family Engagement Nights to demonstrate strategies for reading, math, and behavior management that can be used at home to support achievement on school and state assessments and to provide parenting tips to help students succeed in school academically, behaviorally, and social-emotionally.

*Reading comprehension strategies

*Science of Reading information

*Math fluency strategies

*SEL and Behavior Support Strategies

Personnel Required:

*Certificated Teachers (\$93.06/hour (Expanded Learning MOU) x 4 nights x 4 teachers = \$1488.96

*Consultants/Guest Speakers

Goal 2 Action 2: Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for teachers and classified staff:

Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for teachers and classified staff:

5 certificated

4 paid meetings

\$80.35/hour for non-expanded learning extra duty - certificated

-5 certificated x 4 1 hour paid meetings x \$80.35 = \$1607

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
Chronic Absenteeism Rate Students with Disabilities	14.8% (2025 CA Dashboard)	14.3% as measured by CA Dashboard by June 2027
Chronic Absenteeism Rate Black/African American Students	10.5% (2025 CA Dashboard)	10% as measured by CA Dashboard by June 2027
Chronic Absenteeism Rate All Students	9.3% (2024 CA Dashboard)	8.8% as measured by CA Dashboard by June 2026
Suspension Rate All Students	0.4% (2025 CA Dashboard)	Maintain at 0.4% or better as measured by CA Dashboard 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
2.1	Parent/Family Engagement Nights to demonstrate strategies for reading, math, and behavior management that can be used at home to support achievement on school and state assessments and to provide parenting tips to help students succeed in school academically, behaviorally, and social-emotionally. *Reading comprehension strategies *Science of Reading information *Math fluency strategies *SEL and Behavior Support Strategies Personnel Required: *Certificated Teachers (\$93.06/hour (Expanded Learning MOU) x 4 nights x 4 teachers = \$1488.96 *Consultants/Guest Speakers	At Risk Students and ALL Students	466.7 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures 1488.96 Title I Part A: Parent Involvement 1140: Certificated Extra Duty
2.2	Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for certificated staff: 5 certificated 4 paid meetings \$80.35/hour for non-expanded learning extra duty - certificated -5 certificated x 4 1 hour paid meetings x \$80.35 = \$1607	At Risk Students and ALL Students	1607 Title I 1140: Certificated Extra Duty

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.

2025 Goal 2: STUDENT, FAMILY & COMMUNITY ENGAGEMENT - Attendance, Suspensions

- ~Goal 2a: EL student suspension rate will decrease by 0.3% from 5% to 4.7% by the 2026 CA Dashboard.
- ~Goal 2b: Black/African American student suspension rate will decrease by 0.3% from 3.4% to 3.1% by the 2026 CA Dashboard.
- ~Goal 2c: Black/African American student chronic absenteeism rate will decrease by 0.5% from 10.5% to 10% by the 2026 CA Dashboard.
- ~Goal 2d: Multiple Race student chronic absenteeism rate will decrease by 0.5% from 16.3% to 15.8% by the 2026 CA Dashboard.
- ~Goal 2e: All Students suspension rate will decrease by 0.6% from 1.6% to 0.6% by the 2026 CA Dashboard.
- ~Goal 2f: All Students chronic absenteeism rate will decrease by 0.5% from 9.3% to 8.8% by the 2026 CA Dashboard.

Action 1: Parent/Family Engagement Nights to demonstrate strategies for reading, math, and behavior management that can be used at home to support achievement on school and state assessments and to provide parenting tips to help students succeed in school academically, behaviorally, and social-emotionally.

Implementation:

- Family Literacy Night 12-16-25
- Family Math Night 2-25-26
- Family Art Night 4-9-26
- Family Game Night 4-22-26

Action 2: Provide 2 hours PBIS/Behavior Management/SEL Support Strategies after school training for all teachers: 40 teachers

- Meeting held on 2/10/26
- Meeting held on 3/10/26
- Meeting held on 4/20/26

Effectiveness of Goal 2 Actions:

- ***Local data was collected to show effectiveness of PD and Parent Engagement on attendance and suspension rates.
- As of April 2026, 11 students have been suspended in 2025-2026 compared to 3 in March 2024-2025 and 14 in 2023-2024.
- As of April 2026, 56 students are chronically absent in 2025-2026 compared to 49 in March 2024-2025 and 109 in 2023-2024.
- Progress monitoring for each action will continue to be a priority for 2026-2027.

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

Action 2.1

Budgeted Amount: \$4367

Actual Expenditure: \$2,605.68 as of April 2026

Difference Due To: As of April 2026 not all certificated timesheets have not been submitted. In addition, no consultants were hired this school year as staff planned and organized all parent events. As a result, SSC approved to move funds out of consulting. Budgeted amount exceeded actual need.

Action 2.2

Budgeted Amount: \$6,100

Actual Expenditure: \$1,209.78 as of April 2026

Difference Due To: Not all teachers participated in the optional paid PD opportunities after school.

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

Actions for Goal 2 will be continued in adjusted manner for the 2026-2027 school year. Extra duty will continue to be provided for family engagement nights. The focus for PBIS after school training will be adjusted to fund extra duty for the PBIS committee as opposed to all teachers. Budgeted amounts will decrease in the 2026-2027 SPSA due to spending in this area in 2025-2026 school year.

Action 1: Parent/Family Engagement Nights to demonstrate strategies for reading, math, and behavior management that can be used at home to support achievement on school and state assessments and to provide parenting tips to help students succeed in school academically, behaviorally, and social-emotionally.

- *Reading comprehension strategies
- *Science of Reading information
- *Math fluency strategies
- *SEL and Behavior Support Strategies

Personnel Required:

- *Certificated Teachers (\$93.06/hour (Expanded Learning MOU) x 4 nights x 4 teachers = \$1488.96
- *Consultants/Guest Speakers

Action 2: Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for certificated staff:

5 certificated
4 paid meetings

\$80.35/hour for non-expanded learning extra duty - certificated
-5 certificated x 4 1 hour paid meetings x \$80.35 = \$1607

Metrics will include suspension rates and chronic absenteeism rates on the CA Dashboard.
Actions will include parent engagement opportunities and PBIS collaboration and development by the PBIS committee.

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.

EDUCATIONAL ENVIRONMENT: Luiseño is working to improve staff capacity and to empower staff through professional development.
100% Luiseño teachers will participate in professional development activities in order to provide an effective educational environment for all students.

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.

In the 2025-2026 school year, professional development opportunities were provided to Luiseño teachers to address needs for improved best first instruction, effective PLC meetings, and school climate based on suspension and chronic absenteeism rates.

- *Instructional Strategies

- *Effective PLCs

- *Positive Behavior Support

Due to gaps in achievement for some subgroups, there is a need for continued PD in these areas. The needs identified is additional PD in the areas of best first instruction, data analysis and planning, and positive behavior instruction. Surveys were sent out to teachers from instructional coaches to determine PD needs as well as a survey regarding PBIS needs.

~Goal 1: Academic Excellence Problem Statements

ELA Achievement

Every group at LS went down in ELA from 2024-2025

All students group down by -5.8 dfs in ELA

EL students down by -3.3 dfs in ELA

Black/African American students down by -7 dfs in ELA

SED down in ELA -9.2 dfs

Hispanic students maintained with a decline of -2.4 dfs in ELA

White students down by -3.0 dfs in ELA

SWD down in ELA -38.3 dfs (in red on dashboard)

ELA GAPS

All students group scored -14.7 dfs in ELA

Black/African American students scored -15.8 dfs in ELA

Hispanic students scored -28.4 dfs in ELA

SED scored -32.8 dfs in ELA

Homeless Youth scored -56.9 dfs in ELA

EL scored -61.3 dfs in ELA

SWD scored -100.2 dfs in ELA

Math Achievement

All students group improved in math by +4.8 dfs

EL students improved in math by +19.1 dfs

SED improved in math by +3.0 dfs

Black/African American improved in math +17.1 dfs

White Students improved +11.2 dfs in math

Homeless down in math by -12.1 dfs (in red on dashboard)

SWD down in math -37.8 dfs (in red on dashboard)

Math Gaps

Black/African American students scored -34.5 dfs in math

All students group scored -46.8 dfs in math

Hispanic students scored -63.3 dfs in math

SED scored -64 dfs in math

EL scored -85 dfs in math

Homeless youth scored -111.5 dfs in math

SWD scored -127.3 dfs in math

~Goal 2: STUDENT, FAMILY & COMMUNITY ENGAGEMENT Problem Statements:

*SWD maintained chronic absenteeism with slight increase of 0.4%

*In Orange with 14.8% chronically absent compared to All Students in Green with 7.8%

*Black/African American maintained chronic absenteeism with 0% change compared to All Students in Green with 7.8%

*In Orange with 10.5% chronically absent

At this time academic achievement and suspension and chronic absenteeism rates are improving based on local data.

- In the 2025-2026 fall window of i-Ready reading benchmark the overall placement was as follows:
 - 19% students scored three or more grade levels below
 - 13% students scored two grade levels below
 - 37% students scored one grade level below
 - 18% students scored early on grade level
 - 14% students scored mid or above grade level
- In the 2025-2026 winter window of i-Ready reading benchmark the overall placement was as follows:
 - 16% students scored three or more grade levels below
 - 10% students scored two grade levels below
 - 32% students scored one grade level below
 - 23% students scored early on grade level
 - 20% students scored mid or above grade level
- In the 2025-2026 fall window of i-Ready math benchmark the overall placement was as follows:
 - 20% students scored three or more grade levels below
 - 18% students scored two grade levels below
 - 47% students scored one grade level below
 - 11% students scored early on grade level
 - 3% students scored mid or above grade level
- In the 2025-2026 winter window of i-Ready math benchmark the overall placement was as follows:
 - 17% students scored three or more grade levels below
 - 9% students scored two grade levels below
 - 46% students scored one grade level below
 - 18% students scored early on grade level
 - 9% students scored mid or above grade level

CAST Assessment Data:

Grade 8

2025 Summative

- 11% Advanced (Level 4)
- 21% Proficient (Level 3)
- 60% Developing (Level 2)
- 8% Minimal (Level 1)

2024-2025 CAST IA

- IA Earth and Space Sciences I
- 1% Above Standard
- 40% Near Standard
- 59% Below Standard

-IA Earth and Space Sciences II
-0% Above Standard
-0% Near Standard
-100% Below Standard
-IA Life Sciences I
-0% Above Standard
-8% Near Standard
-92% Below Standard
-IA Life Sciences II
-15% Above Standard
-32% Near Standard
-53% Below Standard
-IA Physical Sciences I
-0% Above Standard
-13% Near Standard
-87% Below Standard
-IA Physical Sciences II
-5% Above Standard
-26% Near Standard
-69% Below Standard

2025-2026 CAST IA

-IA Earth and Space Sciences I
-0% Above Standard
-53% Near Standard
-47% Below Standard
-IA Earth and Space Sciences II
-4% Above Standard
-85% Near Standard
-11% Below Standard
-IA Life Sciences I
-0% Above Standard
-33% Near Standard
-67% Below Standard
-IA Life Sciences II
-6% Above Standard
-35% Near Standard
-59% Below Standard
-IA Physical Sciences I
-0% Above Standard
-6% Near Standard
-94% Below Standard
-IA Physical Sciences II
-15% Above Standard
-32% Near Standard
-53% Below Standard

Grade 5

2025 Summative

-5% Advanced (Level 4)
-22% Proficient (Level 3)

- 62% Developing (Level 2)
- 11% Minimal (Level 1)
 - As of April, 2026 suspensions
 - As of April, 2026 chronically absent

Luiŝeño School will take the following actions to continue address these needs through professional development for staff:

Goal 3 Action 1:

Send administrator and teachers to Solution Tree Conference (PLC Institute) to improve the Luiŝeño School Professional Learning Community effectiveness.

October 14-16, 2026

PLC Institute 6 teachers+ 1 admin

Registration 7 x 769 = \$5,383

Lodging

-\$267.97 x 7 x 3 nights = \$5,627.37

Parking 7 x \$27/day x 4 days = \$756

Food 7 x \$65/day x 3 = \$1365

Mileage 7 x 120 miles x .725/mile = \$609

TOTAL = \$13740.37

5383+5,627.37+756+1365+609=13,740.37

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
Number of teachers participating in Solution Tree Conference	0 Teachers participated in Solution Tree Conferences in 2025-2026.	6 teachers and 1 administrator participating 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
3.1	Send administrator and teachers to Solution Tree Conference (PLC Institute) to improve the Luiŝeño School Professional Learning Community effectiveness. October 14-16, 2026 PLC Institute 6 teachers+ 1 admin Registration 7 x 769 = \$5,383 Lodging -\$267.97 x 7 x 3 nights = \$5,627.37 Parking 7 x \$27/day x 4 days = \$756 Food 7 x \$65/day x 3 = \$1365 Mileage 7 x 120 miles x .725/mile = \$609 TOTAL = \$13740.37 5383+5,627.37+756+1365+609=13,740.37	At Risk Students and ALL Students	See Goal 1.8

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.

2025 Goal 3: EDUCATIONAL ENVIRONMENT: Staff Capacity/Empowering Staff (PD-building coalition)

100% Luiseño teachers will participate in professional development activities in order to provide an effective educational environment for all students.

All Luiseño Teachers participated in some or all of the Professional Development opportunities in the 2025-2026 school year.

Goal 3.1: Provide 1 release day for teachers and coaches to work on PD for effective instructional strategies such as McRel's 14 strategies, literacy strategies, MLRs, culturally responsive teaching, and supporting students with disabilities for all teachers: 40 teachers (37 General Education + 3 SDC).

Implementation:

- o MS Math, Sci, RSP 1-27-26
- o MS ELA, SS, SDC 2-3-26
- o 4th, 5th, Ingram 2-18-26
- o 2nd, 3rd, SDC 3-4-26
- o TK, K, 1st 3-11-26
- o PE, Electives 3-18-26

Goal 3.2: Provide 1 day of training on effective PLC meetings for all teachers: 40 teachers (37 General Education + 3 SDC)

Implementation:

- o 12-2-25 K-2
- o 12-3-25 3rd, 4th, and 5th Grade
- o 11-5-25 MS Group 1 (Math, Science, PE, RSP)
- o 1-21-26 MS Group 2 (ELA, SS, Electives, SDC)
- o 1-23-26 TK

Goal 3.3: Provide 2 hours PBIS/Behavior Management/SEL Support Strategies after school training for all teachers: 40 teachers

Implementation:

- Meeting held on 2/10/26
- Meeting held on 3/10/26
- Meeting held on 4/20/26

Effectiveness of Goal 3 Actions:

***Local data was collected to show effectiveness of PD on ELA and math achievement, attendance and suspension rates.

-As of April 2026 11 students have been suspended in 2025-2026 compared to 3 in March 2024-2025 and 14 in 2023-2024.

-As of April 2026 56 students are chronically absent in 2025-2026 compared to 49 in March 2024-2025 and 109 in 2023-2024.

- In the 2025-2026 fall window of i-Ready reading benchmark the overall placement was as follows:

-19% students scored three or more grade levels below

-13% students scored two grade levels below

-37% students scored one grade level below

-18% students scored early on grade level

-14% students scored mid or above grade level

- In the 2025-2026 winter window of i-Ready reading benchmark the overall placement was as follows:

- 16% students scored three or more grade levels below
- 10% students scored two grade levels below
- 32% students scored one grade level below
- 23% students scored early on grade level
- 20% students scored mid or above grade level
 - In the 2025-2026 fall window of i-Ready math benchmark the overall placement was as follows:
- 20% students scored three or more grade levels below
- 18% students scored two grade levels below
- 47% students scored one grade level below
- 11% students scored early on grade level
- 3% students scored mid or above grade level
 - In the 2025-2026 winter window of i-Ready math benchmark the overall placement was as follows:
- 17% students scored three or more grade levels below
- 9% students scored two grade levels below
- 46% students scored one grade level below
- 18% students scored early on grade level
- 9% students scored mid or above grade level

CAST Assessment Data:

Grade 8

2025 Summative

- 11% Advanced (Level 4)
- 21% Proficient (Level 3)
- 60% Developing (Level 2)
- 8% Minimal (Level 1)

2024-2025 CAST IA

-IA Earth and Space Sciences I

- 1% Above Standard
- 40% Near Standard
- 59% Below Standard

-IA Earth and Space Sciences II

- 0% Above Standard
- 0% Near Standard
- 100% Below Standard

-IA Life Sciences I

- 0% Above Standard
- 8% Near Standard
- 92% Below Standard

-IA Life Sciences II

- 15% Above Standard
- 32% Near Standard
- 53% Below Standard

-IA Physical Sciences I

- 0% Above Standard
- 13% Near Standard
- 87% Below Standard

-IA Physical Sciences II

- 5% Above Standard
- 26% Near Standard
- 69% Below Standard

2025-2026 CAST IA

-IA Earth and Space Sciences I

- 0% Above Standard
- 53% Near Standard
- 47% Below Standard

-IA Earth and Space Sciences II

- 4% Above Standard
- 85% Near Standard
- 11% Below Standard

-IA Life Sciences I

- 0% Above Standard

- 33% Near Standard
- 67% Below Standard
- 1A Life Sciences II
- 6% Above Standard
- 35% Near Standard
- 59% Below Standard
- 1A Physical Sciences I
- 0% Above Standard
- 6% Near Standard
- 94% Below Standard
- 1A Physical Sciences II
- 15% Above Standard
- 32% Near Standard
- 53% Below Standard

Grade 5

2025 Summative

- 5% Advanced (Level 4)
- 22% Proficient (Level 3)
- 62% Developing (Level 2)
- 11% Minimal (Level 1)

****Progress monitoring for each action will continue to be a priority for 2026-2027.

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

All expenses for actions in Goal 3 were budgeted through actions in Goals 1 and 2.

Action 3.1

Budgeted Amount: See Goal 1 Action 1 (\$9300)

Actual Expenditure: \$ \$7,478.80 as of April, 2026

Difference Due To: There were some teachers who did not participate due to lack of sub coverage.

Action 3.2

Budgeted Amount: See Goal 1 Action 3 (\$5,830)

Actual Expenditure: \$ \$5,769.36

Difference Due To: There were some teachers who did not participate due to lack of sub coverage. SSC approved moving funds from this action to goal to support family engagement events teacher extra duty.

Action 3.3

Budgeted Amount: See Goal 2 Action 2 (\$6,100)

Actual Expenditure: \$1,209.78 as of April 2026

Difference Due To: Not all teachers participated in the optional paid PD opportunities after school.

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

A major change for Goal 3 Actions is that a team will attend a Solutions Tree Conference (PLC Institute) rather than attending PD on site. This change can be found in Goal 1 Action 8 and Goal 3 Action 1.

The metric will be the number of teachers participating in Solution Tree Conference (PLC Institute) and student achievement and engagement data (attendance and suspensions).

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	\$77446.60
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,446.60
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	\$75,490.94
Title I Part A: Parent Involvement	\$1,955.66
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$77,446.60

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: \$77,446.60

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	75,490.94
Title I Part A: Parent Involvement	1,955.66

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	19,192.01
1140: Certificated Extra Duty	27,552.18
2000-2999: Classified Personnel Salaries	14,315.34
4000-4999: Books And Supplies	2,180.00
5200: Conferences	13,740.37
5800: Professional/Consulting Services And Operating Expenditures	466.70

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	19,192.01
1140: Certificated Extra Duty	Title I	26,063.22
2000-2999: Classified Personnel Salaries	Title I	14,315.34
4000-4999: Books And Supplies	Title I	2,180.00
5200: Conferences	Title I	13,740.37
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	1,488.96

5800: Professional/Consulting
Services And Operating Expenditures

Title I Part A: Parent Involvement

466.70

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,883.94
Goal 2	3,562.66

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	
Special Education Advisory Committee	
Gifted and Talented Education Program Advisory Committee	
Departmental Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
Elizabeth Chavez, ELAC	
Kristy Gunn, Special Education	
Kathryn Jones, GATE	
Reynisha Day, Departmental Advisory	
Marcus Adornetto, Departmental Advisory	

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:5-18-26.

Attested:

<u>Dawn Hernandez</u> Typed name of school principal	_____ Signature of school principal	_____ Date
<u>Philip Breitenbucher</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

Comprehensive Needs Assessment

School: Luiseño School

Names of team members:

**Dawn Hernandez
Dominic Sandoval
Artemisa Torres
Reynisha Day-Ballinger
Bill Palm
Masooma Yousuf
Marcus Adornetto
Pinchas Honig
Renee Hammond
Elisa Dahl
Kim Snow
Libby Chavez
LaVon Lindstrom
Melissa Colson
Rob Rosen
Christine Alvarez
Kristy Gunn
Diana Engels
Kelly Fletcher
Erick Castañeda**

Goals Aligned with Local/State Priorities

**Goal #1 Academic Excellence
Goal 1A English Language Arts
Goal 1B Mathematics
Goal 1C English Language Performance Indicator (ELPI)
Goal 1D Science
Goal 1E College/Career Indicator (high schools)**

Goal 1

Title and Description of School Goal

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

ACADEMIC EXCELLENCE: Luiseño School is working to improve achievement in English Language.

- ~Goal 1a: Homeless Youth ELA will improve DFS in ELA by +3.0 points from -56.5 dfs to -53.5 dfs by the 2026 CA Dashboard.
- ~Goal 1b: Homeless Youth math will improve +4.4 DFS points from -99.4 DFS to -95 DFS by the 2026 CA dashboard.
- ~Goal 1c: EL Students in grades 3-8 will improve DFS in ELA by +3 points from -58 DFS to -55 DFS by the 2026 CA Dashboard.
- ~Goal 1d: EL Students in Grades 3-8 will improve DFS in math by +3 points from -104 point to -101 points by CA Dashboard 2026.
- ~Goal 1e: SWD in grades 3-8 will improve DFS in ELA by +3 points from -61.9 DFS to -58.9 DFS by the 2026 CA Dashboard.
- ~Goal 1f: SWD in Grades 3-8 will improve DFS in math by +3 points from -89.6 point to -86.5 dfs by CA Dashboard 2026.
- ~Goal 1g: All Students in grades 3-8 will improve DFS in ELA by +3.9 points from -8.9 DFS to -5 DFS by the 2026 CA Dashboard.
- ~Goal 1h: All Students in grades 3-8 will improve DFS in Math by +3 points from -51.6 DFS to -48.6 DFS by the 2026 CA Dashboard.
- ~Goal 1i: All Students in grades 5 and 8 will improve DFS in Science by +3 points from -10.4 DFS to -7.4 DFS by the 2026 CA Dashboard.
- ~Goal 1j: EL Students in grades 5 and 8 will improve DFS in Science by +3 points from -19.9 DFS to -16.9 DFS by the 2026 CA Dashboard.
- ~Goal 1k: Hispanic Students in grades 5 and 8 will improve DFS in Science by +3 points from -13.3 DFS to -10.3 DFS by the 2026 CA Dashboard.

Goal #2 Student, Family and Community Engagement

Goal 2.A Suspension

Goal 2.B Chronic Absenteeism (elementary and middle schools)

Goal 2.C Graduation Rate (high schools)

Goal 2

Title and Description of School Goal

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

STUDENT, FAMILY & COMMUNITY ENGAGEMENT - Luiseño is working to increase attendance

~Goal 2a: EL student suspension rate will decrease by 0.3% from 5% to 4.7% by the 2026 CA Dashboard.

~Goal 2b: Black/African American student suspension rate will decrease by 0.3% from 3.4% to 3.1% by the 2026 CA Dashboard.

~Goal 2c: Black/African American student chronic absenteeism rate will decrease by 0.5% from 10.5% to 10% by the 2026 CA Dashboard.

~Goal 2d: Multiple Race student chronic absenteeism rate will decrease by 0.5% from 16.3% to 15.8% by the 2026 CA Dashboard.

~Goal 2e: All Students suspension rate will decrease by 0.6% from 1.6% to 0.6% by the 2026 CA Dashboard.

~Goal 2f: All Students chronic absenteeism rate will decrease by 0.5% from 9.3% to 8.8% by the 2026 CA Dashboard.

Goal #3 Educational Environment
Goal 3A Professional Learning Communities
Goal 3B Professional Development

Goal 3

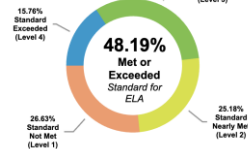
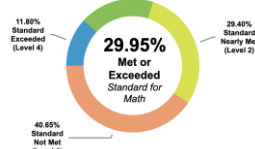
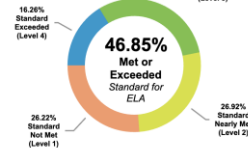
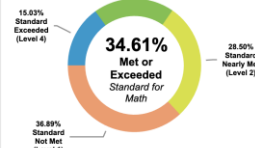
Title and Description of School Goal

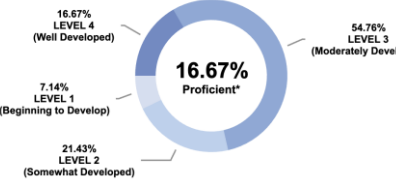
Broad statement that describes the desired result to which all strategies/activities are directed.

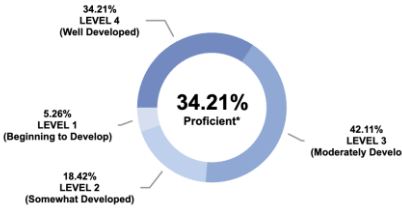
EDUCATIONAL ENVIRONMENT: Luiseño is working to improve staff capacity and to empower st

100% Luiseño teachers will participate in professional development activities in order to provide an effective educational environment for all students.

Analysis

	Goal 1	Goal 2	Goal 3
Data Analyzed	CA Dashboard CAASPP	CA Dashboard Suspension Rate Chronic Absenteeism Rate	Participation Rate in PD
Strengths	<u>2024</u> ELA Percent of students within each achievement level  48.19% Met or Exceeded Standard for ELA Mathematics Percent of students within each achievement level  29.95% Met or Exceeded Standard for Math <u>2025</u> ELA Percent of students within each achievement level  46.85% Met or Exceeded Standard for ELA Mathematics Percent of students within each achievement level  34.61% Met or Exceeded Standard for Math <u>ELA</u> LEUSD as a whole went up from 2024-2025 in ELA	<u>Suspensions</u> - In blue or green for all groups - All Students - Blue with decrease in suspensions -1.2% - EL - Blue with decrease in suspensions -5% - Homeless - Blue with decrease in suspensions -3.9% - SED - Blue with decrease in suspensions -1.7% - SWD - Green with maintaining suspensions +0.1% - Black/African American - Green with decrease in suspensions -1.7% - Hispanic - Blue with decrease in suspensions -1.6% - White - Blue with decrease in suspensions -0.4% - Multiple Races - Blue with decrease in suspensions -2%	The SPSA has several actions for improving staff capacity. Release days have taken place 1st semester and more are planned for 2nd semester.

	Goal 1	Goal 2	Goal 3
Strengths	- Homeless youth maintained in ELA with -0.4 dfs <u>Math</u> - All students group improved in math by +5.1 dfs - EL students improved in math by +19 dfs - SED improved in math by +4.1 dfs - Black/African American improved in math +17.1 dfs - White Students improved +5.1 dfs in math <u>ELPI</u> (H) 56.7% - N=30 students - Green with improvement of 5.1% - Students showing improvement in level on the ELPAC <u>2024</u> English Language Proficiency for Summative ELPAC Percent of students within each performance level  <u>2025</u>	<u>Chronic Absenteeism</u> - All groups decreased in percentage of chronically absent students - All students down by -1.5% - In Green with 7.8% chronically absent - EL down by -6.5% - In Green with 7.5% chronically absent - Homeless down by -7.6% - In Yellow with 11.6% chronically absent - SED down by -1% - In Yellow with 12% chronically absent - SWD maintained with slight increase of 0.4% - In Orange with 14.8% chronically absent - Black/African American maintained with 0% change - In Orange with 10.5% chronically absent - Hispanic down by -0.7% - In Green with 8.6% chronically absent - White down by -1.5% - In Green with 6.3% chronically absent - Multiple Races down by -11.6% - In Green with 4.8% chronically absent	

	Goal 1	Goal 2	Goal 3
Strengths	English Language Proficiency for Summative ELPAC Percent of students within each performance level  <u>Science</u> • In yellow with 52.1 sp and maintaining with slight decrease of -0.8 sp for all students • White students in green with 57.4 sp ○ Slight increase of 1.1 sp	<u>Attendance</u> Month 1 – K-5 97.43%/6-8 96.83% Month 2 – K-5 96.85%/6-8 96.78% Month 3 – K-5 96.47%/6-8 96.42% Month 4 – K-5 96.10%/6-8 96.37% Month 5 P1 – K-5 95.67%/6-8 96.36% Month 6 – K-5 95.71%/6-8 96.35% Month 7 – K-5 95.55%/6-8 96.11% Month 8 – K-5 95.26%/6-8 95.99% Month 9 – Month 10 –	
Weaknesses	• Every group at LS went down in ELA from 2024-2025 • All students group down by -5.9 dfs in ELA. • EL students down by -3.3 dfs in ELA • Black/African American students down by -7 dfs in ELA • SED down in ELA -8.5 dfs • Hispanic students maintained with a decline of -2.6 dfs in ELA • White students down by -2.9 dfs in ELA • Homeless down in math by -9.6 dfs (in red on dashboard) • SWD down in ELA -37.7 dfs (in red on dashboard)	Not all actions in the SPSA have been implemented as of December, 2025.	Not all actions in the SPSA have been implemented as of December, 2025.

	Goal 1	Goal 2	Goal 3
Weaknesses	• SWD down in math -37.4 dfs (in red on dashboard) <u>ELA GAPS</u> • All students group scored -14.8 dfs in ELA • Black/African American students scored -15.8 dfs in ELA • Hispanic students scored -28.6 dfs in ELA • SED scored -32 dfs in ELA • Homeless Youth scored -56.9 dfs in ELA • EL scored -61.3 dfs in ELA • SWD scored -99.6 dfs in ELA <u>Math Gaps</u> • Black/African American students scored -34.5 dfs in math • All students group scored -46.5 dfs in math • Hispanic students scored -63.1 dfs in math • SED scored -62.9 dfs in math • EL scored -85 dfs in math • Homeless youth scored -109 dfs in math • SWD scored -126.9 dfs in math		

	Goal 1	Goal 2	Goal 3
Further Questions/ Wonderings- Is it necessary to gather more data or disaggregate the data in a different way (by grade, semester, teacher, student group, etc.)?			
Identified Resource Inequities Resource Equity Diagnostic for School Leaders			
Problem Statement(s)	See "Weaknesses"		
Root Cause Analysis Tool(s)	"Fishbone" was utilized after groups identified gaps and weaknesses in school wide and sub group data.		

	Goal 1	Goal 2	Goal 3
Identified Root Causes	The team determined the following probable root causes. • Curriculum implementation • Student engagement • Time management • Teacher support • Targeted EL curriculum • Need to be student-centered • Resources (curriculum support) • Phonics skills • Professional development • Motivation • Test Taking Strategies • Academic language • Intervention • EL Support • Gaps • Bias • Instruction		
Aim Statement(s)	HOMELESS YOUTH: ~Goal 1a: Homeless Youth ELA will improve DFS by +3.0 points from -56.9 dfs to 53.9 dfs by the 2027 CA Dashboard. ~Goal 1b: Homeless Youth Math will improve DFS by +3.0 points from -111.5 dfs to -108.5 dfs by the 2027 CA dashboard. EL: ~Goal 1c: EL Students in grades 3-8 will improve DFS in ELA by +3 points from -61.3 dfs to -58.3 dfs by the 2027 CA Dashboard. ~Goal 1d: EL Students in Grades 3-8 will improve DFS in Math by +3 points from -85 dfs to -82 dfs by the 2027 CA Dashboard. HISPANIC STUDENTS: ~Goal 1e: Hispanic Students in grades 3-8 will improve DFS in ELA by +3 points from -28.4 dfs to -25.4 dfs by the 2027 CA Dashboard. ~Goal 1f: Hispanic Students in grades 3-8 will improve DFS in Math by +3 points from -63.3 dfs to -60.3 dfs by the 2027 CA Dashboard. SWD: ~Goal 1g: SWD in grades 3-8 will improve DFS in ELA by +3 points from -100.2 dfs to -97.2 dfs by the 2027 CA Dashboard. ~Goal 1h: SWD in Grades 3-8 will improve DFS in Math by +3 points from -127.3 dfs to -124.3 dfs	2026-2027 SUSPENSIONS: ~Goal 2a: All students suspension rate will maintain at 0.4% (decline or increase by 0.2%) by the 2027 CA Dashboard. ~Goal 2b: EL student suspension rate will maintain at 0%(decline or increase by 0.2%) by the 2027 CA Dashboard. ~Goal 2c: Homeless youth suspension rate will maintain at 0% (decline or increase by 0.2%) by the 2027 CA Dashboard. ~Goal 2d: SED suspension rate will maintain at 0.6% (decline or increase by 0.2%) by the 2027 CA Dashboard. ~Goal 2e: SWD suspension rate will improve with a 0.2% decrease by the 2027 CA Dashboard. ~Goal 2f: Black/African American student suspension rate will improve with a 1.3% decrease by the 2027 CA Dashboard. ~Goal 2g: Hispanic student suspension rate will maintain at 0.2% (decline or increase by 0.2%) by the 2027 CA Dashboard. ~Goal 2h: White student suspension rate will maintain at 0.5% (decline or increase by 0.2%) by the 2027 CA Dashboard. ~Goal 2i: Multiple Races student suspension rate will maintain at 0% (decline or increase by 0.2%)	2026-2027 100% Luiseño teachers will participate in professional development activities in order to provide an effective educational environment for all students.

	Goal 1	Goal 2	Goal 3
	by the 2027 CA Dashboard. ALL STUDENTS MATH/ELA: ~Goal 1i: All Students in grades 3-8 will improve DFS in ELA by +3 points from -14.7 dfs to -11.7 dis by the 2027 CA Dashboard. ~Goal 1j: All Students in grades 3-8 will improve DFS in Math by +3 points from -46.8 dfs to -43.8 dfs by the 2027 CA Dashboard. SCIENCE: ~Goal 1k: All Students in grades 5 and 8 will improve in Science by +2 science points from 52.5 sp to 54.5 sp by the 2027 CA Dashboard. ~Goal 1l: SED Students in grades 5 and 8 will improve in Science by +2 points from 49.1 sp to 51.1 sp by the 2027 CA Dashboard. ~Goal 1m: Hispanic Students in grades 5 and 8 will improve in Science by +2 points from 49.8 sp to 51.8 by the 2027 CA Dashboard. ~Goal 1n: EL Students in grades 5 and 8 will improve in Science by +2 points from 43.5 sp to 45.5 sp by the 2027 CA Dashboard. ~Goal 1o: Homeless Students in grades 5 and 8 will improve in Science by +2 points from 40.6 sp to 42.6 sp by the 2027 CA Dashboard. ~Goal 1p: SWD Students in grades 5 and 8 will improve in Science by +2 points from 35 sp to 37 sp by the 2027 CA Dashboard.	by the 2027 CA Dashboard. CHRONIC ABSENTEEISM ~Goal 2j: All students chronic absenteeism rate will decrease by 0.5% from 7.8% to 7.3% by the 2027 CA Dashboard. ~Goal 2k: EL student chronic absenteeism rate will decrease by 0.5% from 7.5% to 7.0% by the 2027 CA Dashboard. ~Goal 2l: Homeless youth chronic absenteeism rate will decrease by 1.6% from 11.6 to 10% by the 2027 CA Dashboard. ~Goal 2m: SED chronic absenteeism rate will decrease by 2% from 12% to 10% by the 2027 CA Dashboard. ~Goal 2n: SWD chronic absenteeism rate will decrease by 0.5% from 14.8% to 14.3% by the 2027 CA Dashboard. ~Goal 2o: Black/African American student chronic absenteeism rate will decrease by 0.5% from 10.5% to 10% by the 2027 CA Dashboard. ~Goal 2p: Hispanic student chronic absenteeism rate will decrease by 0.5% from 8.6% to 8.1% by the 2027 CA Dashboard. ~Goal 2q: White student chronic absenteeism rate will decrease by 3% from 6.3% to 3.3% by the 2027 CA Dashboard. ~Goal 2r: Multiple Races student chronic absenteeism rate will decrease by 2.3% from 4.8% to 2.5% by the 2027 CA Dashboard.	
Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV).	1.1 Provide 2 days release time (1 per semester) for teachers and coaches to work on data analysis and planning with curricular resources for all math and ELA teachers: 27 General Education and 5 Special Education (2 RSP and 3 SDC). SDC Sub \$238.13/day - 2 x 3 x \$238.13 = \$1,428.78 Non SDC Sub \$213.71/day - 2 x 27 x \$213.71 = \$11,540.34 \$1,428.78 + \$11,540.34 = \$12,969.12 1.2 Provide tutoring services to students, including general education and special education students, utilizing district adopted curriculum, Smarter Balanced Tools for Teachers and results of curriculum assessments, district adopted	Goal 2 Action 1: Parent/Family Engagement Nights to demonstrate strategies for reading, math, and behavior management that can be used at home to support achievement on school and state assessments and to provide parenting tips to help students succeed in school academically, behaviorally, and social-emotionally. *Reading comprehension strategies *Science of Reading information *Math fluency strategies *SEL and Behavior Support Strategies Personnel Required: *Certificated Teachers (\$93.06/hour (Expanded Learning MOU) x 4 nights x 4 teachers =	Goal 3 Action 1: Send administrator and teachers to Solution Tree Conference (PLC Institute) to improve the Luiseño School Professional Learning Community effectiveness. October 14-16, 2026 PLC Institute 6 teachers+ 1 admin Registration 7 x 769 = \$5,383 Lodging -\$267.97 x 7 x 3 nights = \$5,627.37 Parking 7 x \$27/day x 4 days = \$756 Food 7 x \$65/day x 3 = \$1365 Mileage 7 x 120 miles x .725/mile = \$609 TOTAL = \$13740.37 5383+5,627.37+756+1365+609=13,740.37

	Goal 1	Goal 2	Goal 3																								
	common assessments SBAC interim assessments. -6 grade levels/teachers -2 days/week tutoring -8 weeks/semester -2 semesters ----Total 192 hours $6 \times 2 \times 8 \times 2 \times \\$93.06/\text{hour} = \\$17867.52$ 1.3 Provide release day for data analysis and comprehensive needs assessment with leadership team. 1 SDC Teacher \$238.13 10 General Education Teacher \$213.71/day = \$2,137.10 $2,137.10 + 238.13 = 2,375.23$ 1.4 Provide extra support in the classroom from an additional classified staff member to assist during differentiated instruction with Tier 1 and Tier 2 supports for elementary grade levels during the school day. **Add Paraeducator 1 position to support intervention and walk to learn model in elementary grades. Position: Para I <table><tr><td>Hours</td><td>3</td><td>Range</td><td>11</td></tr><tr><td>Days</td><td>182</td><td>Step</td><td>4</td></tr><tr><td>FTE</td><td>0.325</td><td>Rate</td><td>3,502.48</td></tr></table> Projected Position Expense <table><tr><td>Salary</td><td>Fixed Charges</td><td>H&W</td><td>Total</td></tr><tr><td>\$13,659.67</td><td>\$ 655.66</td><td></td><td>\$ -</td></tr><tr><td></td><td>\$14,315.34</td><td></td><td></td></tr></table> 1.5 Purchase of Reading Intervention Program License for Reading Intervention Class in Grades 6-8 1.7 Robotics Summer Camp Extra Duty: 4 hours/day for 3 days Certificated Extra Duty- $4 \times 4 \times \\$80.35 =$	Hours	3	Range	11	Days	182	Step	4	FTE	0.325	Rate	3,502.48	Salary	Fixed Charges	H&W	Total	\$13,659.67	\$ 655.66		\$ -		\$14,315.34			\$1488.96 *Consultants/Guest Speakers Goal 2 Action 2: Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for teachers and classified staff: Extra Duty hours to collaborate on PBIS/Behavior Management/SEL Support Strategies after school for teachers and classified staff: 5 certificated 4 paid meetings \$80.35/hour for non-expanded learning extra duty - certificated -5 certificated x 4 1 hour paid meetings x \$80.35 = \$1607	
Hours	3	Range	11																								
Days	182	Step	4																								
FTE	0.325	Rate	3,502.48																								
Salary	Fixed Charges	H&W	Total																								
\$13,659.67	\$ 655.66		\$ -																								
	\$14,315.34																										

	Goal 1	Goal 2	Goal 3
	\$1285.60 1.8 Send administrator and teachers to Solution Tree Conferences to improve the Luiseño School Professional Learning Community effectiveness. October 14-16, 2026 PLC Institute 6 teachers+ 1 admin Registration 7 x 769 = \$5,383 Lodging -\$267.97 x 7 x 3 nights = \$5,627.37 Parking 7 x \$27/day x 4 days = \$756 Food 7 x \$65/day x 3 = \$1365 Mileage 7 x 120 miles x .725/mile = \$609 TOTAL = \$13740.37 5383+5,627.37+756+1365+609=13,740.37 October 14-16, 2026 PLC Institute 7 teacher + 1 admin Registration 8 x 769 = \$6,152 Lodging -\$267.97 x 8 x 3 nights = \$6431.28 Parking 8 x \$27/day x 4 days = \$864 Food 8 x \$65/day x 3 = \$1560 Mileage 8 x 120 miles x .725/mile = \$696 TOTAL = \$15703.28 October 14-16, 2026 PLC Institute 4 teacher + 1 admin Registration 5 x 769 = \$3,845 Lodging -\$267.97 x 5 x 3 nights = \$4,019.55 Parking 5 x \$27/day x 4 days = \$540 Food 5 x \$65/day x 3 = \$975 Mileage 5 x 120 miles x .725/mile = \$435 TOTAL = \$9,814.55 October 14-16, 2026 PLC Institute 5 teacher + 1 admin Registration 6 x 769 = \$4,614 Lodging -\$267.97 x 6 x 3 nights = \$4823.46 Parking 6 x \$27/day x 4 days = \$648		

	Goal 1	Goal 2	Goal 3
	Food 6 x \$65/day x 3 =\$1,170 Mileage 6 x 120 miles x .725/mile =\$522 TOTAL = \$11,777.46		

SPSA Monitoring and Evaluation Template for 25-26									
Copy from your SPSA Create tabs per goal, priority area, or department				Select/develop metrics with those responsible for executing/implementing each action. Metrics and monitoring timelines must be determined prior to launching the action			Update as evidence is collected	For SSC meetings and end of year estimated actuals	For use in evaluating effectiveness of actions for subsequent plan development
Goal and Action #	Actions	Budgeted Amount	Funding Source	Metric(s) and Monitoring Timelines	Frequency of data collection	Responsible Party	Monitoring What is/is not working and why?	Expenditures to Date	Evaluation Modification(s) based on monitoring results
Instructors →	Action Title and Description	\$ allocated in SPSA	Title 1	List the evidence that will be collected to monitor the implementation and effectiveness of each action. These metrics should be as close to the action as possible.	Include the timeline for data collection.	Who is responsible for collecting data?	Specific evidence of impact (or lack thereof) of this action. Data should be specific, accurate, and should clearly represent implementation and effectiveness .	From Financial System (Collaborate with fiscal team for expenditure data)	Based on implementation and impact data, should the action continue or discontinue? Any modifications?
Goal 1 Action 1	Provide 1 release day for teachers and coaches to work on PD for effective instructional strategies such as McRel's 14 strategies, literacy strategies, MLRs, culturally responsive teaching, and supporting students with disabilities for all teachers; 40 teachers (37 General Education + 3 SDC)	SDC Sub \$238.13/day 1 x 3 x \$238.13 = \$714.39 Non SDC Sub \$213.71/day 1 x 40 x \$213.71 = \$8,548.40 \$714.39 + \$8,548.40 = \$9,262.79	Title 1	Implementation: Attendance at the PD day on instructional strategies		Admin	Implementation: oMS Math, Sci, RSP 1-27-26 oMS ELA, SS, SDC 2-3-26 o4th, 5th, Ingram 2-18-26 o2nd, 3rd, SDC 3-4-26 oTK, K, 1st 3-11-26 oPE, Electives 3-18-26	•No expenditures as of November 2025 •PD Dates planned for second semester oJanuary 27, 2026 oFebruary 3, 2026 oFebruary 18, 2026 oMarch 4, 2026 oMarch 11, 2026 oMarch 18, 2026 oMarch 23, 2026 •\$3418.88 as of 2-18-26 oMS Math, Sci, RSP 1-27-26 oMS ELA, SS, SDC 2-3-26 o4th, 5th, Ingram 2-18-26 •\$7,478.80 as of 3/18/26	Leadership has determined that some release days for PD should continue but fewer for the 2026-2027 school year. The team agrees that a focus with Solution Tree might be a better action.
				Effectiveness: Observation of teachers implementing first best instruction as evidenced in classroom walkthroughs			Effectiveness: No data to review yet		
Goal 1 Action 2	Provide 2 days release time for teachers and coaches to work on data analysis and planning with curricular resources for all math and ELA teachers; 27 General Education and 5 Special Education (2 RSP and 3 SDC).	SDC Sub \$238.13/day 2 x 3 x \$238.13 = \$1,428.78 Non SDC Sub \$213.71/day 2 x 27 x \$213.71 = \$11,540.34 \$1,428.78 + \$11,540.34 = \$12,969.12	Title 1	Implementation: Teacher attendance at release days for data analysis		Admin	Implementation: We have held 1 data release days for all grade levels as of 10-20-25. 22 teachers *2nd data release day TBD as of 2/26: o9-30-25 Day 1 1st and 2nd Grade o10-1-25 Day 1 Middle School Math o10-8-25 Day 1 MS ELA o10-9-25 Day 1 3rd, 4th and 5th Grade o10-20-25 Day 1 TK o11-12-25 Day 1 Kinder cancelled o4-9-26 Day 2 3rd Grade o4-15-26 Day 2 Middle School Math o4-21-26 Day 2 1st Grade o4-22-26 Day 2 4th Grade o4-22-26 Day 2 5th Grade o4-28-26 Day 2 2nd Grade oDay 2 MS ELA o4-20-26 Day 2 TK oDay 2 Kinder	•\$4,700.96 as of 11-2025 •2nd Data Release day for teachers scheduled for 2nd semester; \$9,188.24 as of April, 2026	Leadership has determined 2 data release days would be appropriate for the 2026-2027 school year (with a focus on scheduling data days close to administration of benchmarks and/or common assessments).
				Effectiveness: Observation of teachers utilizing data to plan instruction as evidenced in classroom walkthroughs and notes from teacher PLC meetings			Effectiveness: School wide there has been growth on i-Ready assessments from fall to winter.		
	Provide 1 day of training on	SDC Sub \$238.13/day 1 x 3 x \$238.13 = \$714.39 Non SDC Sub		Implementation: Teacher attendance at PLC PD Day		Admin	Implementation: o12-2-25 K-2 o12-3-25 3rd, 4th, and 5th Grade o11-5-25 MS Group 1 (Math, Science, PE, RSP) o1-21-26 MS Group 2 (ELA, SS, Electives, SDC) o1-23-26 TK	•\$4,059.92 as of 12/3/5 •\$5,769.36 as of 1/23/26	Leadership discussed that in 2025-2026 we were able to work on the basics of PLC and that this PD should be extended through an outside source such as Solution Tree in the 2026-2027 school year.

Goal 1	Action 3	effective PLC meetings for all teachers: 40 teachers (37 General Education + 3 SDC)	\$213.71/day - 1 x 37 x \$213.71 = \$7,907.27 \$714.39 + \$7,907.27 = \$8,621.66	Title 1			Effectiveness: School wide there has been growth on i-Ready assessments from fall to winter. PLC meetings have become increasingly data focused using district adopted curriculum assessments, benchmarks, and common assessments.		
	Action 4	Provide tutoring services to students at all grade levels (1-8), including general education and special education students, utilizing district adopted curriculum, Smarter Balanced Tools for Teachers and results of curriculum assessments, district adopted common assessments SBAC interim assessments. -8 grade levels (Grades 1-8) -2 days/week tutoring -6 weeks/semester -2 semesters	8 x 2 x 6 x 2 x \$88.23/hour = \$16,940.16	Title 1		Admin	Implementation: Tutoring has begun for grades 1, 2, 3, middle school math, middle school science, and one special education teacher.	•\$3,722.40 as of 12-2025 •\$8,468.46 as of 2-27-26 •\$10,236.60 as of 3-16-26	Leadership and parent input indicates a continued need for tutoring services after school. ELAC parents have requested more tutoring in the 2026-2027 school year.
							Effectiveness: School wide there has been growth on i-Ready assessments from fall to winter. PLC meetings have become increasingly data focused using district adopted curriculum assessments, benchmarks, and common assessments.		
	Action 5	Provide release day for data analysis and root cause analysis if needed with leadership team.	1 SDC Teacher \$238.13 11 General Education Teacher \$213.71/day = \$2,350.81 \$238.13 + \$2,350.81 = \$2,588.94	Title 1		Admin	Implementation: Data release day took place on 3-17-26.	\$2,564.16 as of 3-17-26	Leadership team utilized this day to analyze data, discuss problem statements, and do root cause analysis in order to plan for the updated 2026-2027 SPSA. This action will continue in the 2026-2027 school year.
							Effectiveness: Outcome of root cause analysis with the leadership team. Did we define the root causes? Utilize the comprehensive needs assessment document.		
	Action 6	Provide extra support in the classroom from a classified staff member to assist during differentiated instruction with Tier 1 and Tier 2 supports for elementary grade levels during the school day. 30 weeks for the year 4 hours per week Totalling 120 hours classified extra duty	Classified Extra Duty Rate: \$25.00/hour 30 x 4 x \$25.00 = \$3,000	Title 1		Admin	Implementation: Walk to Learn implemented second semester in all grades except 4th grade. Extra duty paid to Para 1 to extend her support to 12:30 each day.	•No expenditures as of 11-2025/Walk to Learn Model support starting 2/2/26 with revised Para I schedule •\$525.00 as of 2/27/26 •\$1,087.50 as of 3/19/2 •\$1,312.50 as of 4/17/26	Teachers and admin agree to expand the Para I support in the 2026-2027 school year to better support target intervention during Walk to Learn. Admin looking into adding a Para I position.
							Effectiveness: School wide there has been growth on i-Ready assessments from fall to winter. PLC meetings have become increasingly data focused using district adopted curriculum assessments, benchmarks, and common assessments.		
						Admin	Implementation: Purchase and use of READ 180 in middle school reading intervention class.	\$2,790.07	

READ 180 Intervention Class
Growth Data Summary (2025–2026)

Goal 1 Action 8	Purchase of Reading Intervention Program License for Reading Intervention Class in Grades 6-8	\$2,783.47	Title 1	Effectiveness: Achievement data on i-Ready benchmarks, RIABS, IABs for middle school reading intervention students			Effectiveness: In window 1 all students in intensive lang arts scored 2 or more grade levels behind in i-Ready ELA. In window 2, 3 of those students moved to 2 grade levels below. 7 out of 12 students on current roster showed growth from fall to winter.		Admin will work with Intensive ELA teacher to determine if READ 180 will be purchased for 2026-2027 or if other district resouces will be utilized.
Goal 1 Action 9	Implement Robotics Instruction After School to increase STEM exposure and improve mathematical thinking in students through coding and robotics competitions in order to improve CAST scores.	After School Certificated Extra Duty: 4hrs. x \$88.23 x 33wks (132 hours - 30 STEM MOU hours) = \$8,999.46	Title 1	Implementation: Delivery of after school robotics sessions; Attendance of students at after school robotics sessions. Effectiveness: CAST interim assessment data, CAST data	Admin	Implementation: Robotics club meets 2 times/week Effectiveness: Students and parents report they are very much learning about robotics in the after school program.	•\$1,395.90 documented as of 11-2025 •\$5,723.19 as of 2/27/26	\$2,698.74 as of 11-19-25 \$3,815.46 as of January 2026 \$5,723.19 as of 2-26-26	This action will continue in 2026-2027.
Goal 1 Action 10	Robotics Summer Camp Extra Duty: 4 hours/day for 4 days	Certificated Extra Duty- 4 x 4 x \$88.23 = \$1,411.68	Title 1	Implementation: Delivery of summer robotics camp; student attendance at summer robotics camp Effectiveness: CAST interim assessment data, CAST data	Admin	Implementation: Took place in summer of 2025 Effectiveness:	\$1,535.49		This action will continue in 2026-2027.
Goal 1 Action 11	Robotics Release Planning Days: 2 days-1)Program 2)Intramurals	Certificated- \$213.71 x 2 = \$427.42	Title 1	Implementation: Teacher attendance at robotics planning days Effectiveness: CAST interim assessment data, CAST data	Admin	Implementation: 1 release day to plan as of October 2025 (9-24-25) Effectiveness:	\$213.68 as of 12/9/25		Based on limited implementation of this action in 2025-2026, any release days will be funded through general funds in 2026-2027.
Goal 1 Action 12	Robotics Intramurals: Sub 3 days	Certificated- \$213.71 x 3 = \$641.13	Title 1	Implementation: Delivery of robotics intramurals days; student attendance at robotics intramurals Effectiveness: CAST interim assessment data, CAST data	Admin	Implementation: 2 robotics competitions as of 3-26-26; Sub day not utilized on 3-26-26 Effectiveness:	\$213.68 as of 2/26/27		
Goal 2 Action 1	Parent/Family Engagement Nights to demonstrate strategies for reading, math, and behavior management that can be used at home to support achievement on school and state assessments and to provide parenting tips to help students succeed in school academically, behaviorally, and social-emotionally. *Reading comprehension strategies *Science of Reading information *Math fluency strategies *SEL and Behavior Support Strategies Personnel Required: *Certificated Teachers *Consultants	Consulting \$500 Certificated Extra Duty - \$1067	Title 1	Implementation: Parent attendance at family engagement events Effectiveness: Parent Survey	Admin	Implementation: Family Literacy Night 12-16-25; Family Math Night 2-25-26. Family Art Night 4-9-26; Family Game Night 4-22-26 Effectiveness:	•\$2,605.68 as of 2/25/26 - Need to move funds to cover the extra duty for Family Engagement Nights •No consultants funded in 2025-2026 school year- Funds moved to cover the extra duty for Family Math Night		This action will continue in 2026-2027.
Goal 2 Action 2	Provide 2 hours PBIS/Behavior Management/SEL Support Strategies after school training for all teachers: 40 teachers	\$76.18/hour for non-expanded learning extra duty 40 x \$76.18/hour = \$3,047.20	Title 1	Implementation: Participation/Attendance at PBIS training	Admin	Implementation: •First meeting scheduled for 2/10/26 with staff. •PBIS Team participating in training with RCOE - Day 1 took place on 1/29/26. •PBIS Team has had 2 training days and 1 after school meetings as of 2/2026.	•\$186.12 as of 2/27/26 •\$837.54 as of 3-10-26		In 2026-2027 PBIS planning will be covered with extra duty for committee members and PD will take place in staff meetings.

i-Ready Growth (Diagnostic 1 --> 2)
Median Progress Toward Annual Growth (typical student has made toward their expected growth for the entire year): 79%
Strong Growth (100%+): 5 students
Moderate Growth (21–41%): 3 students
No Growth (0%): 4 students
Regression: 1 student

Current Reading Levels
3+ Grade Levels Below: 75% of students
2 Grade Levels Below: 25% of students
At/Above Grade Level: 0%

Skill Performance Trends
Strength Area:
Foundational Skills (phonics, decoding, fluency) – Mostly On Track
Area of Need:
Reading Comprehension (Main Idea, Summarizing, Cause & Effect)

Exit Data (Program Impact)
2 students exited READ 180 this year
Participated for approximately 1–1.5 years
Demonstrated sustained growth and no longer require intervention

Key Takeaways
Growth is inconsistent across students
Some students show significant gains; others minimal or no progress
All current students remain below grade level
Program supports foundational skill development and long-term growth

			2 hours = \$6,094.4		Effectiveness: Behavior incident reports, behavior referrals, PBI days, suspensions			Effectiveness:		
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