

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeland Village School	33-75176-0122960	May 14, 2026	June 11, 2026

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

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

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

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

This plan is being used by Lakeland Village 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	4
Comprehensive Needs Assessment Components	4
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance	22
Academic Engagement.....	30
Conditions & Climate.....	33
School Site Council Membership	35
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	40
Goal 3.....	43
Budget Summary	46
Budget Summary	46
Other Federal, State, and Local Funds	46
Budgeted Funds and Expenditures in this Plan	47
Funds Budgeted to the School by Funding Source.....	47
Expenditures by Funding Source	47
Expenditures by Budget Reference	47
Expenditures by Budget Reference and Funding Source	47
Expenditures by Goal.....	48
Recommendations and Assurances	49
Instructions.....	50
Appendix A: Plan Requirements	57
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	60
Appendix C: Select State and Federal Programs	63

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. Additionally, LVS is at risk for being identified as a TSI Eligible School based on Dashboard data for the student group "Homeless" in the areas of Suspension, ELA, and Math. Specific actions are included in this plan to address the needs Homeless students in these areas.

Educational Partner Involvement

How, when, and with whom did your Lakeland Village 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 and the District Office.

SSC Meetings:

September 23, 2025

October 30, 2025

December 4, 2025

February 25, 2026

April 16, 2026

May

SSC analyzed Dashboard data and agreed with goals and actions to address deficiencies in academic achievement in ELA, Math, and Science. In addition, Suspension and Chronic Absenteeism data were analyzed and the council agreed with goals and actions to address high rates in these areas. SSC reviewed the existing plan, gave feedback on actions and began monitoring existing actions. The feedback included agreement that the actions were appropriate for accomplishing the goals. In addition, SSC members expressed that they felt offering students after school tutoring would benefit many students since some parents are limited in their ability to help their student with their school work at home. Also, a member expressed that field trips and overnight science camps will result in students wanting to come to school, i.e. increasing engagement.

Leadership Meetings:

October 16, 2025

November 20, 2025

December 18, 2025

January 29, 2026

March 26, 2026

April

Leadership Team reviewed the existing plan, gave feedback on actions and began monitoring existing actions. The feedback included agreement that the actions were appropriate for accomplishing the goals. Also, teachers requested additional Professional Learning Community time either by having substitutes for release days to meet all day with their team or extra duty pay to meet after school with their team on multiple days. Teachers stated that they would be working on curriculum mapping, alignment with standards, best practices, differentiation, and intervention. Leadership Team members also stated they felt that field trips and overnight science camps would not only increase engagement in school overall, but increase engagement with subject matter content.

ELAC

September 11, 2025

November 6, 2025

February 5, 2026

April 16, 2026

ELAC reviewed the existing plan, gave feedback on actions and began monitoring existing actions. The feedback included agreement that the actions were appropriate for accomplishing the goals.

District Office: the LEA supported the school during 3 improvement meetings on the following dates.
Day 1 September 10, 2025 : The LEA provided training on Monitoring and Evaluation and Evidence-based Interventions
Day 2 December 9, 2025: The LEA provided training and feedback on the Comprehensive Needs Assessment
Day 3 March 3, 2026: The LEA provided provided training and feedback on Root Cause Analysis and developing Aim Statements

The proposed SPSA goals, actions and expenditures are presented and discussed with the Leadership Team, School Site Council, ELAC and parents via PTSA/Title 1 Parent Meeting. Also, SSC conducts a data analysis annually to align goals, actions, and expenditures with students/sub groups needing intervention.

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.

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.

Goal #1 Academic Excellence
On the 2024-25 CAASPP:

ELA
All Students (orange -64.4 dfs)
EL (red – 90.3 dfs)
Homeless Youth (yellow -49.2 dfs)
SED (orange -67.4 dfs)
SWD (red -117 dfs)
Hispanic (Orange -69.7 dfs)
White (orange -37 dfs)
Black/African American -116.8 (VL)
LTEL -106.8 (VL)

Math
All Students (red -99.7 dfs)
EL (red -114.4 dfs)
Homeless Youth (red -114.5 dfs)
SED (red 102.2 dfs)
SWD (red -143.7 dfs)
Hispanic (red -105.9 dfs)
White (orange -64.2 dfs)
Black/African American -137.5 (VL)
LTEL -144.4 (VL)

ELPI
(Medium) 50.6%
English Learners increased by 7.2%

Science
All Students (41 sp)

Priority Root Causes

Wide variance of programs and resources causing a lack of a more targeted focus.

Lack of data to support continuing specific programs.

Inconsistent implementation of programs and materials. Some teachers are using core materials while other teachers are using materials from multiple sources causing a non-cohesive instructional program.

Actions in the SPSA to address these needs:

1. Provide paraeducator classroom support that enables teachers to provide small group intensive intervention in ELA and Math.
2. Teachers will provide intensive small group instruction in a during or after school tutoring program for students who are two or more years below grade level in ELA and/or Math.
3. Provide Intensive Intervention in ELA and Math utilizing online evidence-based intervention programs such as Rewards and 95% Tier 2.

Goal #2 Student Family and Community Engagement

On the 2024-25 CAASPP, our Suspension Rate increased by 2.3%.

Suspension Rates:

All - (Red 7.5%)

EL (orange 5.2%)

Long Term EL (orange 9.4%)

HY (red 16.5%)

SED (red 7.7%)

SWD (red 9.6%)

AA (VH 10.7%)

Hisp (red 6.5%)

WH (red 9.8%)

2+ (red 18.8%)

Foster Youth 5.9% (H)

Black/African American 10.7% (VH)

Chronic absenteeism

All (orange 32.2%)

Foster Youth (Very High 37.9%)

HY (orange 46.1%)

SED (orange 33.3%)

AA (Very High 39.3%)

Hisp (orange 32.4%)

WH (orange 31.3%)

2+ (orange 31.3%)

SWD 41% (VH)

Black/African American 39.3% (VH)

Parent Volunteers increased from 37 in 2023-24 to 53 in 2025-26.

Attendance is comparably low with ADA at 91.55% for MS and 90.71% for ES.

Priority Root Cause

Lack of consistency regarding SART and SARB meetings, which results in lack of support and accountability for families to increase attendance/engagement.

Actions in the SPSA to address these needs:

1. Hold meetings and empathy interviews with students to discuss attendance and academic engagement with the goal to decrease chronic absenteeism and increase student academic achievement.
2. Academic and Engagement Specialist contacts parents and meets with students on the chronic absenteeism list to provide support and resources to address attendance and academic engagement issues with the goal to improve/increase attendance and increase student achievement.
3. Provide opportunities for parents and students to participate in interactive learning activities during and after school. This includes alternative learning opportunities such as Family Nights, field trips, overnight academic camps and summer break learning activities. Ideally, these activities will increase student engagement and improve/increase student attendance in school which will result in increased student achievement.

Goal #3 Educational Environment

CHKS indicates 41% of middle school students perceive daily marijuana use as “not harmful.”

CHKS indicates 34% of elementary students report being “frequently sad” some of the time and 41% report being “frequently sad” most or all of the time.

Inconsistent participation in professional development opportunities between individual teachers at specific grade levels and between grade level teams.

Priority Root Causes

Lack of coherence to Professional Learning Community (PLC) principles such as data analysis and planning for differentiated instruction between individual teachers at specific grade levels and between grade level teams.

Actions in the SPSA to address these needs:

1. Provide professional development opportunities to staff regarding supporting the unique learning needs of the students with a focus on the 14 teaching strategies that support Best First Instruction resulting in increased student achievement.
2. Certificated Substitutes to cover classrooms for teachers to participate in extended Professional Learning Community (PLC) Meetings with colleagues to share best practices, analyze data and create/develop effective intervention to meet the diverse needs of all students.
3. Certificated Extra Duty for teachers to participate in after-school extended Professional Learning Community (PLC) Meetings to share best practices, analyze data, and create/develop effective intervention to meet the diverse needs of all students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeland Village 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	0.12%	0.33%	0.68%	1	3	6
African American	2.54%	2.86%	2.93%	22	26	26
Asian	0.69%	0.66%	0.23%	6	6	2
Filipino	0.69%	0.44%	0.45%	6	4	4
Hispanic/Latino	79.10%	79.76%	80.61%	685	725	715
White	13.16%	12.98%	12.29%	114	118	109
Multiple/No Response	3.70%	2.97%	2.82%	32	27	25
Total Enrollment				866	909	887

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		35	53
Kindergarten	69	90	71
Grade 1	103	80	89
Grade 2	90	105	80
Grade3	98	94	111
Grade 4	105	110	89
Grade 5	79	107	115
Grade 6	84	91	108
Grade 7	108	77	93
Grade 8	102	120	78
Total Enrollment	866	909	887

Conclusions based on this data:

- Enrollment is increasing; especially at the primary level (Grades K-3).
- Due to increased enrollment at the primary level, resources should be increased for early literacy intervention for these grade levels (K-3).

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	227	207	189	23.9%	26.2%	21.3%
Fluent English Proficient (FEP)	102	101	90	14.0%	11.8%	10.1%

Conclusions based on this data:

1. The number of English Learner students has progressively increased over the past three years.
2. Additional resources for English Learners should be allocated to increase the likelihood and rate of students being reclassified to Fluent English Proficient (FEP).

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	103	102	91	102	100	90	102	100	90	99.0	98	98.9
Grade 4	74	106	105	74	106	105	74	106	105	100.0	100	100
Grade 5	74	81	105	71	80	103	71	80	103	95.9	98.8	98.1
Grade 6	107	72	88	107	72	88	106	72	88	100.0	100	100
Grade 7	95	110	78	95	107	78	95	107	78	100.0	97.3	100
Grade 8	116	99	115	116	95	114	116	95	113	100.0	96	99.1
All Grades	569	570	582	565	560	578	564	560	577	99.3	98.2	99.3

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	2389.	2356.	2384.	12.75	11.00	17.78	18.63	13.00	13.33	27.45	21.00	24.44	41.18	55.00	44.44
Grade 4	2412.	2414.	2393.	8.11	11.32	9.52	16.22	18.87	12.38	27.03	16.98	18.10	48.65	52.83	60.00
Grade 5	2396.	2454.	2435.	5.63	7.50	6.80	11.27	17.50	19.42	16.90	23.75	27.18	66.20	51.25	46.60
Grade 6	2465.	2439.	2469.	3.77	1.39	6.82	19.81	15.28	19.32	34.91	25.00	30.68	41.51	58.33	43.18
Grade 7	2504.	2512.	2489.	5.26	3.74	5.13	28.42	28.97	19.23	31.58	34.58	32.05	34.74	32.71	43.59
Grade 8	2513.	2483.	2493.	4.31	5.26	2.65	25.86	13.68	22.12	32.76	25.26	26.55	37.07	55.79	48.67
All Grades	N/A	N/A	N/A	6.56	6.96	7.97	20.74	18.21	17.68	29.26	24.46	26.17	43.44	50.36	48.18

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	14.71	7.00	8.89	55.88	47.00	64.44	29.41	46.00	26.67
Grade 4	9.46	6.60	6.67	67.57	65.09	51.43	22.97	28.30	41.90
Grade 5	2.82	8.75	9.71	49.30	52.50	56.31	47.89	38.75	33.98
Grade 6	4.72	4.17	9.09	49.06	44.44	48.86	46.23	51.39	42.05
Grade 7	6.32	5.61	5.13	62.11	61.68	53.85	31.58	32.71	41.03
Grade 8	12.93	5.26	6.19	53.45	50.53	54.87	33.62	44.21	38.94
All Grades	8.87	6.25	7.63	55.85	54.29	54.94	35.28	39.46	37.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.82	6.00	7.78	54.90	40.00	50.00	36.27	54.00	42.22
Grade 4	5.41	4.72	1.90	48.65	47.17	45.71	45.95	48.11	52.38
Grade 5	5.63	8.75	6.80	32.39	47.50	47.57	61.97	43.75	45.63
Grade 6	2.83	0.00	4.55	53.77	43.06	46.59	43.40	56.94	48.86
Grade 7	11.58	13.08	8.97	56.84	57.01	53.85	31.58	29.91	37.18
Grade 8	7.76	5.26	6.19	52.59	34.74	42.48	39.66	60.00	51.33
All Grades	7.09	6.61	5.89	50.89	45.18	47.31	42.02	48.21	46.79

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	9.80	4.00	6.67	67.65	62.00	63.33	22.55	34.00	30.00
Grade 4	5.41	6.60	9.52	72.97	75.47	61.90	21.62	17.92	28.57
Grade 5	4.23	11.25	6.80	64.79	63.75	66.02	30.99	25.00	27.18
Grade 6	6.60	4.17	10.23	66.04	69.44	69.32	27.36	26.39	20.45
Grade 7	7.37	4.67	1.28	69.47	78.50	71.79	23.16	16.82	26.92
Grade 8	3.45	7.37	4.42	76.72	64.21	68.14	19.83	28.42	27.43
All Grades	6.21	6.25	6.59	69.86	69.29	66.55	23.94	24.46	26.86

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	7.84	10.00	10.00	64.71	53.00	62.22	27.45	37.00	27.78
Grade 4	4.05	10.38	6.67	67.57	62.26	65.71	28.38	27.36	27.62
Grade 5	4.23	5.00	7.77	46.48	73.75	60.19	49.30	21.25	32.04
Grade 6	7.55	2.78	4.55	59.43	54.17	75.00	33.02	43.06	20.45
Grade 7	9.47	8.41	6.41	68.42	63.55	71.79	22.11	28.04	21.79
Grade 8	12.93	9.47	7.08	67.24	61.05	62.83	19.83	29.47	30.09
All Grades	8.16	8.04	7.11	62.94	61.25	65.86	28.90	30.71	27.04

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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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.

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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	102	102	91	101	102	91	101	102	91	99.0	100	100
Grade 4	74	106	105	73	106	105	73	106	104	98.6	100	100
Grade 5	75	82	105	73	82	105	73	82	105	97.3	100	100
Grade 6	107	72	88	107	72	88	107	72	88	100.0	100	100
Grade 7	95	110	77	94	108	77	94	108	77	98.9	98.2	100
Grade 8	116	98	116	115	94	116	115	93	116	99.1	95.9	100
All Grades	569	570	582	563	564	582	563	563	581	98.9	98.9	100

* 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	2397.	2368.	2383.	5.94	5.88	9.89	24.75	17.65	14.29	31.68	19.61	28.57	37.62	56.86	47.25
Grade 4	2410.	2421.	2405.	2.74	6.60	3.85	9.59	15.09	14.42	43.84	28.30	27.88	43.84	50.00	53.85
Grade 5	2385.	2440.	2415.	0.00	1.22	4.76	5.48	15.85	4.76	23.29	24.39	21.90	71.23	58.54	68.57
Grade 6	2446.	2420.	2442.	0.00	0.00	3.41	6.54	5.56	13.64	37.38	23.61	19.32	56.07	70.83	63.64
Grade 7	2471.	2470.	2435.	4.26	1.85	1.30	9.57	7.41	7.79	29.79	38.89	16.88	56.38	51.85	74.03
Grade 8	2449.	2472.	2452.	2.61	4.30	1.72	7.83	6.45	4.31	19.13	23.66	26.72	70.43	65.59	67.24
Grade 11															
All Grades	N/A	N/A	N/A	2.66	3.55	4.13	10.83	11.55	9.64	30.37	26.82	23.92	56.13	58.08	62.31

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	7.92	7.84	14.29	60.40	42.16	37.36	31.68	50.00	48.35
Grade 4	4.11	9.43	6.73	43.84	40.57	31.73	52.05	50.00	61.54
Grade 5	1.37	2.44	3.81	26.03	30.49	28.57	72.60	67.07	67.62
Grade 6	1.87	2.78	2.27	34.58	25.00	32.95	63.55	72.22	64.77
Grade 7	4.26	4.63	3.90	40.43	41.67	22.08	55.32	53.70	74.03
Grade 8	2.61	5.38	0.86	31.30	46.24	42.24	66.09	48.39	56.90
Grade 11									
All Grades	3.73	5.68	5.16	39.61	38.54	33.05	56.66	55.77	61.79

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	13.86	9.80	7.69	43.56	41.18	45.05	42.57	49.02	47.25
Grade 4	0.00	7.55	4.81	53.42	44.34	44.23	46.58	48.11	50.96
Grade 5	0.00	3.66	5.71	31.51	51.22	32.38	68.49	45.12	61.90
Grade 6	0.00	1.39	3.41	54.21	38.89	44.32	45.79	59.72	52.27
Grade 7	2.13	0.93	1.30	51.06	57.41	37.66	46.81	41.67	61.04
Grade 8	2.61	4.30	1.72	45.22	48.39	42.24	52.17	47.31	56.03
All Grades	3.37	4.80	4.13	46.89	47.25	40.96	49.73	47.96	54.91

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	9.90	13.73	10.99	67.33	42.16	63.74	22.77	44.12	25.27
Grade 4	6.85	5.66	7.69	50.68	52.83	49.04	42.47	41.51	43.27
Grade 5	1.37	1.22	1.90	38.36	65.85	47.62	60.27	32.93	50.48
Grade 6	0.93	1.39	5.68	56.07	52.78	50.00	42.99	45.83	44.32
Grade 7	7.45	1.85	2.60	58.51	64.81	55.84	34.04	33.33	41.56
Grade 8	3.48	4.30	1.72	60.87	55.91	56.90	35.65	39.78	41.38
All Grades	4.97	4.97	4.99	56.48	55.60	53.70	38.54	39.43	41.31

Conclusions based on this data:

1. See Comprehensive Needs Assessment

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1374.7	1374.1	1356.6	1378.4	1388.8	1366.5	1365.9	1339.7	1333.3	35	26	19
1	1419.2	1413.0	1394.9	1442.3	1420.6	1406.8	1395.6	1404.9	1382.4	24	31	14
2	1448.2	1454.3	1450.2	1454.1	1453.0	1445.6	1441.8	1455.1	1454.7	33	25	29
3	1477.8	1462.5	1470.5	1492.0	1454.2	1461.5	1463.1	1470.3	1478.9	27	36	24
4	1496.3	1488.2	1483.5	1500.5	1481.2	1483.3	1491.6	1494.6	1483.4	26	31	31
5	1494.7	1499.4	1518.1	1500.9	1495.9	1526.8	1488.1	1502.3	1509.0	18	26	28
6	1495.0	1507.4	1503.8	1488.1	1505.2	1494.8	1501.6	1509.3	1512.3	23	17	21
7	1526.0	1522.2	1534.1	1518.2	1526.1	1533.1	1533.4	1518.0	1534.4	21	25	13
8	1534.3	1542.1	1522.1	1526.5	1544.2	1517.8	1541.6	1539.3	1526.0	13	19	20
All Grades										220	236	199

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	5.71	11.54	0.00	14.29	11.54	10.53	48.57	34.62	42.11	31.43	42.31	47.37	35	26	19
1	0.00	0.00	0.00	16.67	9.68	0.00	41.67	58.06	42.86	41.67	32.26	57.14	24	31	14
2	0.00	4.00	3.45	30.30	16.00	27.59	39.39	68.00	55.17	30.30	12.00	13.79	33	25	29
3	0.00	11.11	12.50	48.15	16.67	16.67	22.22	33.33	50.00	29.63	38.89	20.83	27	36	24
4	11.54	6.45	6.45	38.46	25.81	25.81	38.46	48.39	48.39	11.54	19.35	19.35	26	31	31
5	5.56	15.38	28.57	33.33	26.92	21.43	33.33	38.46	35.71	27.78	19.23	14.29	18	26	28
6	0.00	17.65	4.76	30.43	17.65	42.86	47.83	35.29	23.81	21.74	29.41	28.57	23	17	21
7	14.29	36.00	23.08	38.10	20.00	30.77	23.81	16.00	38.46	23.81	28.00	7.69	21	25	13
8	23.08	10.53	20.00	38.46	47.37	25.00	15.38	26.32	35.00	23.08	15.79	20.00	13	19	20
All Grades	5.45	11.86	11.06	30.91	20.34	23.12	36.36	40.68	42.21	27.27	27.12	23.62	220	236	199

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	0.00	7.69	0.00	22.86	23.08	31.58	48.57	26.92	21.05	28.57	42.31	47.37	35	26	19
1	0.00	3.23	0.00	33.33	25.81	28.57	58.33	45.16	50.00	8.33	25.81	21.43	24	31	14
2	9.09	12.00	6.90	27.27	20.00	48.28	48.48	52.00	31.03	15.15	16.00	13.79	33	25	29
3	44.44	19.44	12.50	22.22	25.00	29.17	14.81	27.78	37.50	18.52	27.78	20.83	27	36	24
4	34.62	19.35	16.13	50.00	45.16	51.61	7.69	19.35	22.58	7.69	16.13	9.68	26	31	31
5	27.78	30.77	42.86	44.44	34.62	21.43	11.11	19.23	17.86	16.67	15.38	17.86	18	26	28
6	8.70	17.65	23.81	56.52	35.29	47.62	26.09	17.65	9.52	8.70	29.41	19.05	23	17	21
7	28.57	52.00	23.08	33.33	20.00	46.15	19.05	0.00	30.77	19.05	28.00	0.00	21	25	13
8	46.15	42.11	40.00	15.38	26.32	15.00	7.69	15.79	25.00	30.77	15.79	20.00	13	19	20
All Grades	19.55	21.61	19.10	33.64	28.39	36.18	30.00	25.85	26.13	16.82	24.15	18.59	220	236	199

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		11.54	0.00		3.85	10.53		42.31	36.84		42.31	52.63		26	19
1		0.00	0.00		9.68	0.00		29.03	35.71		61.29	64.29		31	14
2		4.00	3.45		16.00	27.59		52.00	41.38		28.00	27.59		25	29
3		2.78	12.50		22.22	0.00		30.56	54.17		44.44	33.33		36	24
4		3.23	0.00		9.68	19.35		51.61	38.71		35.48	41.94		31	31
5		0.00	3.57		7.69	14.29		69.23	53.57		23.08	28.57		26	28
6	0.00	0.00	0.00	13.04	23.53	9.52	43.48	23.53	61.90	43.48	52.94	28.57	23	17	21
7	4.76	12.00	15.38	28.57	24.00	15.38	28.57	28.00	23.08	38.10	36.00	46.15	21	25	13
8	15.38	5.26	5.00	30.77	36.84	25.00	23.08	26.32	30.00	30.77	31.58	40.00	13	19	20
All Grades	3.18	4.24	4.02	15.00	16.10	14.57	35.91	39.83	43.22	45.91	39.83	38.19	220	236	199

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	5.71	15.38	0.00	68.57	53.85	73.68	25.71	30.77	26.32	35	26	19
1	33.33	25.81	7.14	62.50	61.29	78.57	4.17	12.90	14.29	24	31	14
2	6.06	16.00	20.69	66.67	64.00	62.07	27.27	20.00	17.24	33	25	29
3	7.41	13.89	4.17	70.37	47.22	58.33	22.22	38.89	37.50	27	36	24
4	23.08	16.13	19.35	69.23	64.52	51.61	7.69	19.35	29.03	26	31	31
5	16.67	15.38	17.86	50.00	61.54	67.86	33.33	23.08	14.29	18	26	28
6	0.00	17.65	9.52	78.26	52.94	57.14	21.74	29.41	33.33	23	17	21
7	4.76	16.00	7.69	90.48	56.00	76.92	4.76	28.00	15.38	21	25	13
8	7.69	21.05	15.00	61.54	57.89	65.00	30.77	21.05	20.00	13	19	20
All Grades	11.36	17.37	12.56	69.09	57.63	63.82	19.55	25.00	23.62	220	236	199

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	0.00	7.69	0.00	54.29	38.46	52.63	45.71	53.85	47.37	35	26	19
1	8.33	0.00	0.00	58.33	58.06	42.86	33.33	41.94	57.14	24	31	14
2	21.21	4.00	3.45	69.70	88.00	79.31	9.09	8.00	17.24	33	25	29
3	66.67	22.22	20.83	22.22	38.89	62.50	11.11	38.89	16.67	27	36	24
4	46.15	22.58	25.81	46.15	58.06	58.06	7.69	19.35	16.13	26	31	31
5	72.22	57.69	53.57	5.56	19.23	25.00	22.22	23.08	21.43	18	26	28
6	43.48	47.06	42.86	47.83	29.41	42.86	8.70	23.53	14.29	23	17	21
7	42.86	72.00	61.54	38.10	0.00	38.46	19.05	28.00	0.00	21	25	13
8	61.54	63.16	55.00	15.38	21.05	25.00	23.08	15.79	20.00	13	19	20
All Grades	35.91	30.08	28.64	43.64	40.68	49.25	20.45	29.24	22.11	220	236	199

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	5.71	7.69	0.00	71.43	34.62	47.37	22.86	57.69	52.63	35	26	19
1	4.17	6.45	0.00	20.83	29.03	28.57	75.00	64.52	71.43	24	31	14
2	0.00	4.00	3.45	42.42	60.00	65.52	57.58	36.00	31.03	33	25	29
3	0.00	0.00	12.50	37.04	50.00	16.67	62.96	50.00	70.83	27	36	24
4	3.85	3.23	3.23	46.15	45.16	45.16	50.00	51.61	51.61	26	31	31
5	5.56	3.85	7.14	27.78	57.69	57.14	66.67	38.46	35.71	18	26	28
6	0.00	0.00	4.76	26.09	29.41	14.29	73.91	70.59	80.95	23	17	21
7	9.52	8.00	23.08	52.38	44.00	15.38	38.10	48.00	61.54	21	25	13
8	15.38	15.79	10.00	30.77	52.63	35.00	53.85	31.58	55.00	13	19	20
All Grades	4.09	5.08	6.53	41.82	44.92	39.20	54.09	50.00	54.27	220	236	199

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	20.00	19.23	5.26	28.57	26.92	26.32	51.43	53.85	68.42	35	26	19
1	0.00	3.23	0.00	29.17	61.29	50.00	70.83	35.48	50.00	24	31	14
2	6.06	16.00	6.90	57.58	64.00	62.07	36.36	20.00	31.03	33	25	29
3	0.00	5.56	8.33	74.07	58.33	75.00	25.93	36.11	16.67	27	36	24
4	11.54	9.68	0.00	50.00	74.19	70.97	38.46	16.13	29.03	26	31	31
5	5.56	0.00	0.00	61.11	80.77	67.86	33.33	19.23	32.14	18	26	28
6	0.00	5.88	4.76	95.65	94.12	90.48	4.35	0.00	4.76	23	17	21
7	19.05	12.00	7.69	52.38	72.00	84.62	28.57	16.00	7.69	21	25	13
8	7.69	5.26	0.00	69.23	89.47	85.00	23.08	5.26	15.00	13	19	20
All Grades	8.18	8.47	3.52	55.45	66.95	68.34	36.36	24.58	28.14	220	236	199

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
909	94.5%	22.8%	2.1%
Total Number of Students enrolled in Lakeland Village 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	207	22.8%
Foster Youth	19	2.1%
Homeless	70	7.7%
Socioeconomically Disadvantaged	859	94.5%
Students with Disabilities	187	20.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	2.9%
American Indian	3	0.3%
Asian	6	0.7%
Filipino	4	0.4%
Hispanic	725	79.8%
Two or More Races	27	3%
Pacific Islander	0	0.0%
White	118	13%

Conclusions based on this data:

1. Comparatively high percentage of students who are from Socioeconomically Disadvantaged families; currently 91%.

2. Comparatively high percentage of Students with Disabilities; currently 17.1%.
3. Comparatively high percentage of students who are Homeless; currently 11.4%.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. See Comprehensive Needs Assessment

School and Student Performance Data

Academic Performance English Language Arts

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

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

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



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 64.4 points below standard Declined 5 points 549 Students	English Learners Red 90.3 points below standard Maintained -0.6 points 177 Students	Long-Term English Learners No Performance Color 106.8 points below standard Declined 20.7 points 28 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless Yellow 49.2 points below standard Increased 38.8 points 33 Students	Socioeconomically Disadvantaged Orange 67.4 points below standard Declined 3 points 521 Students

Students with Disabilities  Red 117 points below standard Declined 9 points 127 Students	African American  No Performance Color 116.8 points below standard Declined 69.1 points 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 69.7 points below standard Maintained -2.9 points 435 Students
Two or More Races  No Performance Color 11.2 points below standard Maintained -0.8 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 37 points below standard Maintained -2 points 75 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment

School and Student Performance Data

Academic Performance Mathematics

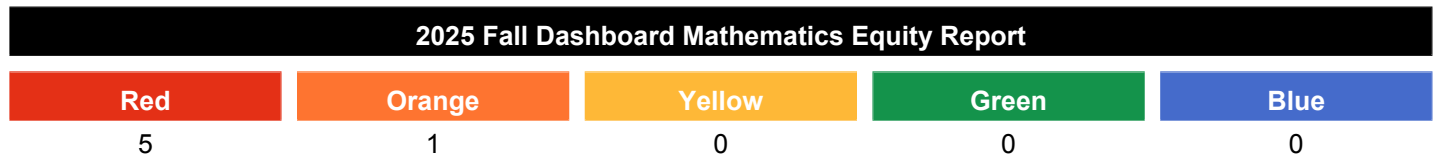
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 99.7 points below standard Declined 13.6 points 550 Students	English Learners  Red 114.4 points below standard Declined 9.5 points 180 Students	Long-Term English Learners  No Performance Color 144.4 points below standard Declined 11.7 points 28 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Homeless  Red 114.5 points below standard Maintained 2.6 points 34 Students	Socioeconomically Disadvantaged  Red 102.2 points below standard Declined 13.1 points 522 Students

Students with Disabilities  Red 143.7 points below standard Declined 14 points 125 Students	African American  No Performance Color 137.5 points below standard Declined 12.6 points 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Red 105.9 points below standard Declined 13.6 points 436 Students
Two or More Races  No Performance Color 71.6 points below standard Declined 32 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 64.2 points below standard Declined 5.3 points 75 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment

School and Student Performance Data

Academic Performance Science

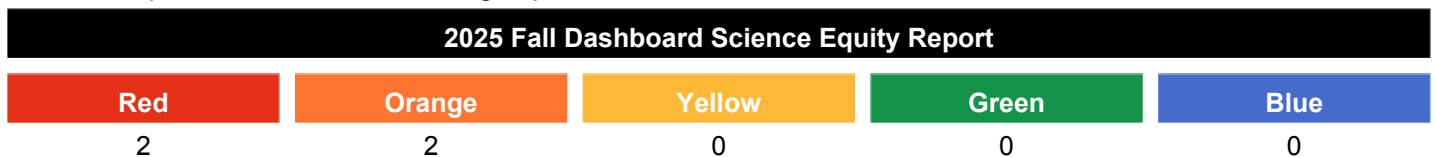
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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  Orange 41 science points Declined 2.6 points 212 Students	English Learners  Red 34 science points Declined 3.4 points 68 Students	Long-Term English Learners  No Performance Color 32.7 science points Increased 4.4 points 13 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 38.9 science points Increased 2.1 points 14 Students	Socioeconomically Disadvantaged  Orange 40.7 science points Maintained -1.8 points 203 Students

Students with Disabilities  Red 31.1 science points Declined 11.4 points 41 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 39.3 science points Declined 2.3 points 171 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 49.8 science points Maintained 0.1 points 27 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.

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

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

This section provides 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
50.6 making progress.	59.3 making progress.
Number Students: 174 Students	Number Students: 27 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
13.5%	35.7%	0%	50.9%

Conclusions based on this data:

1. See Comprehensive Needs Assessment

School and Student Performance Data

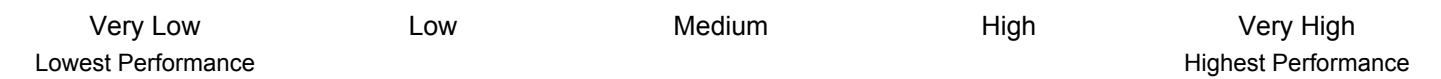
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

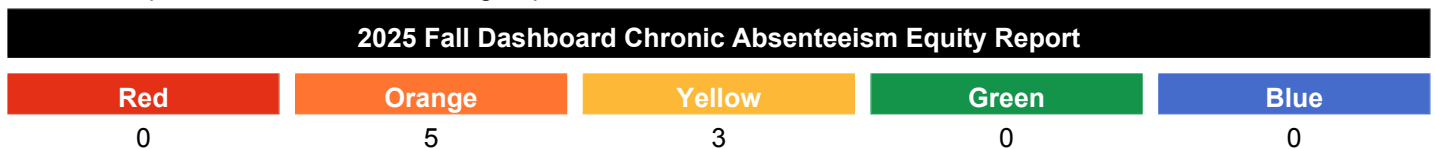
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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 Orange 32.2% Chronically Absent Declined 2 988 Students	English Learners Yellow 26.2% Chronically Absent Declined 9.2 225 Students	Long-Term English Learners Yellow 12.9% Chronically Absent Declined 9 31 Students
Foster Youth No Performance Color 37.9% Chronically Absent Declined 31.3 29 Students	Homeless Orange 46.1% Chronically Absent Declined 5.3 76 Students	Socioeconomically Disadvantaged Orange 33.3% Chronically Absent Declined 2.8 938 Students

Students with Disabilities  Yellow 41% Chronically Absent Declined 4.6 227 Students	African American  No Performance Color 39.3% Chronically Absent Declined 6.5 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 32.4% Chronically Absent Declined 1.1 786 Students
Two or More Races  Orange 31.3% Chronically Absent Declined 8.1 32 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 31.3% Chronically Absent Declined 2.3 128 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.

School and Student Performance Data

Conditions & Climate Suspension Rate

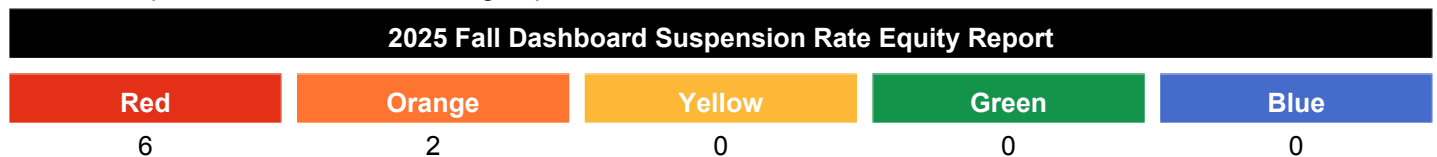
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 7.5% suspended at least one day Increased 2.3% 1012 Students	English Learners  Orange 5.2% suspended at least one day Increased 0.6% 233 Students	Long-Term English Learners  Orange 9.4% suspended at least one day Declined 9.2% 32 Students
Foster Youth  No Performance Color 5.9% suspended at least one day Increased 5.9% 34 Students	Homeless  Red 16.5% suspended at least one day Increased 9.7% 85 Students	Socioeconomically Disadvantaged  Red 7.7% suspended at least one day Increased 2.4% 959 Students

Students with Disabilities  Red 9.6% suspended at least one day Increased 1.5% 228 Students	African American  No Performance Color 10.7% suspended at least one day Declined 0.4% 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Red 6.5% suspended at least one day Increased 1.5% 806 Students
Two or More Races  Red 18.8% suspended at least one day Increased 16% 32 Students	Pacific Islander  No Performance Color 0 Students	White  Red 9.8% suspended at least one day Increased 2.9% 132 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
Preston Perez	X				
Denise Danco		X			
Lisa Kolodge		X			
Holly Birdsell		X			
Irma Pineda			X		
Angie Ramirez				X	
Christi Warth				X	
Jaqueline Zetina				X	
Guadalupe Hernandez				X	
Brenda De La Torre				X	
Numbers of members of each category:	1	3	1	5	

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: LVS will improve outcomes in English Language Arts, Mathematics, English Learner progress.

Goal 1A - All Students will decrease from -64.4 to -54.4 dfs in ELA

Goal 1B - All Students will decrease from -99.7 to -89.7 dfs in Math

Goal 1C - English Learners will decrease from -90.3 to -80.3 dfs in ELA and -114.4 to -104.4 dfs in Math

Goal 1D - Homeless Youth will decrease from -49.2 to 39.2 dfs in ELA and -114.5 to 104.5 dfs in Math

Goal 1E - SWD will decrease from -117 to -107 dfs in ELA and -143.7 to -133.7 in Math

Goal 1F - Increase Science CAST from 41 sp (All Students) to 51 sp June, 2027.

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.

On the 2024-25 CAASPP:

ELA

All students decreased by -5 dfs

English Learner maintained at -0.6 dfs

LTEL - decreased by -20.7 dfs

Hispanic decreased by -2.9 dfs

SED decreased by -3dfs

SWD decreased by -9 dfs

White decreased by -2 dfs

ELA

All Students (orange -64.4 dfs)

EL (red – 90.3 dfs)

Homeless Youth (yellow -49.2 dfs)

SED (orange -67.4 dfs)

SWD (red -117 dfs)

Hispanic (Orange -69.7 dfs)

White (orange -37 dfs)

Math

All Students (red -99.7 dfs)

EL (red -114.4 dfs)

Homeless Youth (red -114.5 dfs)

SED (red 102.2 dfs)

SWD (red -143.7 dfs)

Hispanic (red -105.9 dfs)

White (orange -64.2 dfs)

Science

All Students decreased by -2.6 sp

English Learner decreased by --3.4 sp

SED decreased by-1.8 sp

SWD decreased by -11.4 sp

Hispanic decreased by - -2.3 sp

Science

All Students (41 sp)

Steps taken to address needs:

Comprehensive intensive intervention provided in ELA and Math. Provide integrated learning in Science to improve scientific literacy.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DFS/ELA-CAASPP	-64.4 dfs	-44.4 dfs in ELA as measured by CAASPP by June 2027
DFS/Math - CAASPP	-99.7 dfs	-79.7 dfs in Math as measured by CAASPP by June 2027
DFS/ELA: EL-CAASPP	-90.3 DFS	-70.3 dfs in ELA , EL as measured by CAASPP by June 2027
DFS/Math: EL-CAASPP	-114.4 DFS	-94.4 dfs in Math, EL as measure by CAASPP by June 2027
ELPI	50.6%	70.6%
DFS/ELA: SWD-CAASPP	-117 dfs	-97 dfs in ELA , SWD as measured by CAASPP by June 2027

DFS/Math: SWD-CAASPP	-143.7 dfs	-123.7 dfs in Math, SWD as measure by CAASPP by June 2027
Science - CAST	41 sp	61 sp in Science as measured by CAST by June 2027
DFS/ELA: LTEL- CAASPP	-106.8 dfs	-86.8 dfs in ELA , LTEL as measured by CAASPP by June 2027
DFS/Math: LTEL- CAASPP	-144.4 dfs	-124.4 dfs in Math , LTEL as measured by CAASPP 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	Provide Science Camp to 6th grade students to reinforce Science standards mastery in 6th and 7th grade, preparation for 8th grade CAST and utilizing experiential learning to help improve scientific literacy and hands-on experiences. According to The National Science Foundation, students who engage in outdoor science programs demonstrate improved critical thinking, collaboration and problem-solving skills all of which are crucial for academic achievement. Pre and Post assessment before and after the camp to measure changes in students' understanding of key science concepts. Utilize pre and post science lessons, projects and assessments to leverage improved scientific understanding and measured academic growth of the participating students. (Approximately 70 students, 3 teachers, transportation, camp fees, and necessary materials for camp activities)	6th Grade Students	35,000 Title I 5000-5999: Services And Other Operating Expenditures Camp Fees 3,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation 1,000 Title I 4000-4999: Books And Supplies Necessary Materials for Camp Activities
1.3	Provide paraeducator classroom support that enables teachers to provide small group intensive intervention in ELA and Math. Paraeducators will participate in training conducted by Instructional Coaches regarding the implementation/instructional support of evidenced-based literacy and mathematics programs such as 95% and Amplify. Paraeducators are assigned to classrooms with students needing instructional support and/or Intensive Intervention. Grade level teams reconfigure students for ELA and Math to differentiate and meet the needs of students performing significantly below grade level using intervention materials such as 95% and Rewards. Typically, one teacher per grade level provides Intensive Intervention. 6 paras x 15 hours/week x \$23.00 per hour x 28 weeks = \$57,960	Schoolwide	55,502.42 Title I 2X40: Classified Extra Duty Paraeducator Support For Intervention
1.4	Teachers will provide intensive small group instruction in a during or after school tutoring	Schoolwide	56,000 Title I 1140: Certificated Extra Duty

	program for students who are two or more years below grade level in ELA and/or Math. 6 teachers x 4 hours/week x \$83.00 x 28 weeks = \$55,776		During and After School Tutoring
1.5	Provide two para-educators to provide: -Small group targeted support (based on initial diagnostic data then fall to winter iReady results) -Targeted support based on identified student need from the dashboard (i.e. EL, SWD, HY, etc.) -Targeted support with phonemic awareness, phonics and/or reading for information (skills related to assessment results)		30,000 Title I 2000-2999: Classified Personnel Salaries Fund Two Paraeducator Positions

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.

Providing paraeducator classroom support was highly effective in enabling teachers to provide small group intervention in ELA and Math. Students demonstrated increased understanding of concepts due to reteaching and individual and small group support as reported by teacher observations. Students also demonstrated growth on various assessments including iReady "Typical" and "Stretch" Growth Reports in ELA and Math. Similarly, teachers providing intensive small group instruction during after school tutoring was highly effective as evidenced by students demonstrating increased understanding of concepts due to reteaching and individual and small group support as reported by teacher observations. Students also demonstrated growth on various assessments including iReady "Typical" and "Stretch" Growth Reports in ELA and Math.

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

Strategy 1/Activity 1 - There was \$40,000 allocated for Camp Fees estimated for 80 students. There was only 27,697.50 expended since only 63 students attended camp. There was \$4,923.70 allocated for transportation and only \$2,425.44 expended since the cost for bussing was less than originally quoted. There was \$2,000 allocated for supplies and there was zero dollars spent on supplies due to a small number of sleeping bags and duffle bags requested. There were enough supplies in stock from the previous year to fulfil all requests.

Strategy 1/Activity 3 - There was a need to increase the budget for paraeducators due to many vacancies being filled throughout the school year so \$12,302.50 was reallocated from Strategy 1/Activity 1 (excess camp fees) to paraeducator classroom support.

Strategy 1/Activity 4 - There was a need to increase Certificated Extra Duty for tutoring due to the number of teachers providing tutoring, so \$33,936.03 was reallocated from Strategy 3/Activity 1 (conferences) to Certificated Extra Duty for tutoring.

Strategy 1/Activity 5 - There was \$5,000 allocated for intervention materials, however, this was not spent due to the materials being provided by district.

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.

The goals and actions will remain the same however there will be a change in intervention programs being utilized. Rewards and 95% Tier 2 will be used along with the new ELA adoption materials for 2026-27.

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.

LVS will increase Student, Family & Community Engagement.

2a: Chronic Absenteeism will decrease from 32.2% to 22.2%

2b: Suspension rates will decrease from 7.5% to 5.5%

2c: Parent Engagement - Parent Volunteers will increase from 53 to 63

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.

All Students will decrease Chronic Absenteeism from 32.2% to 22.2%

All Students will decrease Suspensions from 7.5% to 5.5%

Suspension - EL (orange 5.2%), Long Term EL (orange 9.4%), Homeless (red 16.5%), (SED (red 7.7%), SWD (red 9.6), AA (VH 10.7%), Hispanic (red 6.5%), WH (red 9.8%), 2+ (red 18.8%)

Chronic absenteeism - FY (VH 37.9%), HY (orange 46.1%), SED (orange 33.3%), AA (VH 39.3%), Hispanic (orange 32.4%), WH (orange 31.3%), 2+ (orange 31.3%)

Need to increase parent involvement, i.e. increase number of parent volunteers, PTSA membership, participation in family nights, SSC and ELAC participation.

Steps taken to address needs:

Implement Positive Behavior Intervention programs and restorative practices to educate and potentially prevent students from committing suspendable offenses. Utilize alternative forms of discipline such as PBI in lieu of suspension.

Increase parent contacts/communication to offer support regarding chronic absenteeism. Conduct empathy interviews with students regarding absenteeism and provide incentives for improved attendance

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
California School Dashboard - Chronic Absenteeism Indicator for All Students	All Students Chronic Absenteeism 32.2%	All Students Chronic Absenteeism 22.2%
California School Dashboard - Chronic Absenteeism Indicator for Homeless Youth	Homeless Youth Chronic Absenteeism 46.1%	Homeless Youth Chronic Absenteeism 36.1%
California School Dashboard Suspension Rate for All Students	- All Students Suspension Rate 7.5%	All Students Suspension Rate 4.5%
California School Dashboard Suspension Rate for SWD	- SWD Suspension Rate 9.6%	SWD Suspension Rate 5.6%
California School Dashboard Suspension Rate for EL	- EL Suspension Rate 5.2%	EL Suspension Rate 3.2%

California School Dashboard Suspension Rate for LTEL	-	LTEL Suspension Rate 9.4%	LTEL Suspension Rate 6.4%
California School Dashboard Suspension Rate for HY	-	Suspension Rate HY 16.5%	Suspension Rate HY 5.5%
California School Dashboard Suspension Rate for SED	-	Suspension Rate SED 7.7%	Suspension Rate for SED 4.7%
California School Dashboard Suspension Rate for AA	-	Suspension Rate AA 10.7%	Suspension Rate AA 5.7%
California School Dashboard Suspension Rate for White	-	Suspension Rate White 9.8%	Suspension Rate White 5.8%
California School Dashboard - Chronic Absenteeism Indicator for FY	Chronic Absenteeism Indicator FY	31.3%	Chronic Absenteeism Indicator FY 21.3%
California School Dashboard - Chronic Absenteeism Indicator for SED	Chronic Absenteeism Indicator SED	33.3%	Chronic Absenteeism Indicator SED 23.3%
California School Dashboard - Chronic Absenteeism Indicator for AA	Chronic Absenteeism Indicator AA	39.3%	Chronic Absenteeism Indicator AA 29.3%
California School Dashboard - Chronic Absenteeism Indicator for WH	Chronic Absenteeism Indicator WH	31.3%	Chronic Absenteeism Indicator WH 21.3%
California School Dashboard - Chronic Absenteeism Indicator for 2+	Chronic Absenteeism Indicator 2+	31.3%	Chronic Absenteeism Indicator 2+ 21.3%

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
2.3	Provide opportunities for parents and students to participate in parent engagement and interactive learning activities during and after school. This includes alternative learning opportunities such as Family Nights, which include Read Across America Literacy Family Night which provides various literacy based activities. Ideally, these activities will increase student engagement and improve/increase student attendance in school which will result in increased student achievement. Teacher extra duty - 10 teachers x 3 hours (presentation 2 hours and 1 hour of prep) x \$76.00 per hour = \$2,280 x 2 family nights = \$4,560 Bilingual translation (2 hours) x \$23.00 per hour = \$46.00 x 2 family nights = \$92.00 2 Paraeducators (2 hours) x \$23.00 per hour = \$46.00 x 2 family nights = \$184.00 Childcare (2 hours) x \$23.00 per hour = \$46.00 x 2 family nights = \$92.00	Schoolwide	4,600 Title I Part A: Parent Involvement 1140: Certificated Extra Duty Family Nights 400 Title I Part A: Parent Involvement 2X40: Classified Extra Duty Family Nights 2,000 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Family Nights
2.5	Provide certificated substitutes so that teachers can hold targeted Parent/Teacher Conferences in order to address the students who are most at-risk of not meeting standards and work collaboratively to build capacity with parents to assist at home with their students. The priority student group is multiple races; however, all students who are at -risk or are not meeting standards will be provided the opportunity for a targeted parent-teacher	Schoolwide	3,000 Title I 1130: Certificated Sub Parent/Teacher Conferences

conference. Substitutes \$213.00 per day x 12 teachers = \$2,556		
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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.

Strategy 2/Activity 3 was very successful in improving student, family, and community engagement as evidenced by the significant increase in attendance/participation in parent engagement and interactive learning activities during and after school. Some family engagement activities had 200+ attendees.

Strategy 2/Activity 5 was successful in allowing teachers to hold targeted Parent/Teacher Conferences in order to address the students who are most at-risk of not meeting standards and work collaboratively to build capacity with parents to assist at home with their students.

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

Strategy 2/Activity 3 - There was \$4,600 allocated for Certificated Extra Duty for Family Night-s. However, only \$1,954.26 was expended due to some planned family engagement activities not taking place. There was \$3,000 allocated for supplies for Family Nights, however, our secretary inadvertently used site funds instead of Title 1 funds for supplies.

Strategy 2/Activity 5 - \$5,000 was allocated for Certificated Substitutes so teachers could hold parent-teacher conferences, however, only \$641.00 was expended due to most grade levels opting not to hold planned conferences.

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.

There will be no changes made to this goal, strategies/activities or metrics since goals and objectives were achieved.

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: LVS will increase staff capacity via professional development and PLC outcomes.

3a: Professional Learning Communities will increase focus on the 14 teaching strategies that support Best First Instruction resulting in increased student achievement, i.e. positive movement by grade level, as measured on district-wide assessments, i.e. iReady.

3b: Professional Development participation will increase by 50% for 2026-27 to address increasing student achievement.

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.

Provide Professional Development (PD) regarding the Professional Learning Community (PLC) model of collaboration for teachers to increase teacher efficacy with differentiation to meet the needs of all students with varying abilities. Also, PD opportunities regarding subject matter content delivery using the 14 teaching strategies that support Best First Instruction resulting in increased student achievement.

Provide Professional Learning Community time either by having substitutes for release days for teachers to meet all day with their team or extra duty pay to meet after school with their team on multiple days. Teachers would be working on curriculum mapping, alignment with standards, differentiation, best practices, and intervention.

Steps taken to address needs:

PLC training through the Lake Elsinore USD Professional Learning Plan , "Turning Collaboration into Results with PLC at Work Coaching."

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
Professional Development (PD) participation in Professional Learning Community (PLC) training as measured by teachers participation in comprehensive PLC PD opportunities with a focus on the 14 teaching strategies that support Best First Instruction resulting in increased student achievement.	Approximately 37% of teachers have participated in PLC training	Approximately 100% of Teachers will Participate in PLC training
Grade level teams will participate in extended/all day PLC meetings with Instructional Coaches via release time during the instructional day to focus on differentiation, program planning, and lesson design to address deficiencies in	Four grade-level teams are currently participating in extended PLC meetings with Instructional Coaches	Goal is for all 10 grade level teams to participate in extended PLC meetings with Instructional Coaches

student learning and increase student achievement.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide professional development opportunities to teachers regarding the Professional Learning Community (PLC) model of collaboration, supporting the unique learning needs of students, and the 14 teaching strategies that support Best First Instruction resulting in increased student achievement. Teachers will participate in 6 in-person coaching days provided by Solution Tree that will focus on collaborative, data driven ,processes that identify essential learning outcomes and use RTI/MTSS structures to guide timely, targeted instruction. Effectiveness will be measured by outcomes of ongoing PLC meetings and subsequent increases in student achievement measured by state and local assessments.	Schoolwide	47,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Solution Tree - 6 In-Person Coaching Days
3.2	Certificated Substitutes to cover classrooms for teachers to participate in extended Professional Learning Community (PLC) Meetings with colleagues and Instructional Coaches to share best practices, analyze data and create/develop effective intervention to meet the diverse needs of all students. Substitutes \$213.00 per day x 12 teachers = \$2,556	Schoolwide	3,000 Title I 1130: Certificated Sub Release Time for Extended PLC Meetings

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.

Strategy 3/Activity 1 - PLC Training was very successful with 18 teachers, 2 Instructional Coaches and the Principal attending a three-day PLC At Work Conference.

Strategy 3/Activity 2 - Several grade-level teams utilized all day PLC meetings. This action will be continued based on the results of extended PLC meetings, i.e. standards schedules, common assessments, differentiated instruction, and intervention.

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

Strategy 3/Activity 1 - \$75,000 was allocated to pay for teachers to attend a three-day PLC At Work Conference. Since only 18 teachers attended the conference the actual expenditure was approximately \$47,000.

Strategy 3/Activity 2 - \$5,000 was allocated to pay for Certificated Substitutes for teachers to participate in extended PLC meetings. Approximately \$2,400 was expended due to some grade-level teams not utilizing all day PLC meetings.

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.

There will be no changes made to this goal, strategies/activities or metrics since goals and objectives were achieved.

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	\$240,502.42
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$240,502.42
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	\$233,502.42
Title I Part A: Parent Involvement	\$7,000.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$240,502.42

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: \$240,502.42

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	233,502.42
Title I Part A: Parent Involvement	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	6,000.00
1140: Certificated Extra Duty	60,600.00
2000-2999: Classified Personnel Salaries	30,000.00
2X40: Classified Extra Duty	55,902.42
4000-4999: Books And Supplies	3,000.00
5000-5999: Services And Other Operating Expenditures	38,000.00
5800: Professional/Consulting Services And Operating Expenditures	47,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	6,000.00
1140: Certificated Extra Duty	Title I	56,000.00
2000-2999: Classified Personnel Salaries	Title I	30,000.00
2X40: Classified Extra Duty	Title I	55,502.42
4000-4999: Books And Supplies	Title I	1,000.00

5000-5999: Services And Other Operating Expenditures	Title I	38,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	47,000.00
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	4,600.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	400.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	180,502.42
Goal 2	10,000.00
Goal 3	50,000.00

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		
• PTA • School Advisory Committee for State Compensatory Education Programs • LVS Leadership Team		
Other:		
[Enter name of consulted group or committee]	[Signature of authorized person]	
English Learner Advisory Committee		
LVS Leadership Team		

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: May 14, 2026.

Attested:

<u>Dr. Preston Perez</u> Typed name of school principal	_____ Signature of school principal	_____ Date
<u>Christi Warth</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/>

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