



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ladera Vista Junior High School of the Arts	30-66506-6028070	April 22, 2026	May 19, 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 Ladera Vista Junior High School of the Arts for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Ladera Vista Junior High School of the Arts for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Ladera Vista's plan for meeting ESSA requirements aligns with the district's Local Control and Accountability Plan (LCAP) to ensure coherence across federal, state, and local programs. School goals, actions, and expenditures are developed through a comprehensive needs assessment using multiple data sources, including student achievement, English learner progress, attendance, and climate data. Stakeholder input from parents, staff, students, and advisory groups such as ELAC and SSC informs priorities and strategies. Programs funded through ESSA (e.g., Title I, II, III, and IV) are integrated with LCAP actions to support equitable access to high-quality instruction, targeted interventions for underserved students, and professional learning for staff. Progress is monitored through ongoing data reviews, site and district leadership meetings, and annual evaluations, ensuring resources are used effectively to improve student outcomes.

Educational Partner Involvement

How, when, and with whom did Ladera Vista Junior High School of the Arts consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Ladera Vista Jr. High School of the Arts engaged in a collaborative and data-driven process for the SPSA (School Plan for Student Achievement) development, annual review, and update. This involved:

How:

Analyzing school-wide and subgroup data to identify areas of strength and improvement.

Aligning goals with the Local Control and Accountability Plan (LCAP) and ESSA requirements.

Gathering stakeholder feedback through surveys, focus groups, and meetings.

When:

August-September: Stakeholder consultation and initial data review for the SPSA.

October-November: Drafting of goals, strategies, and resource allocations.

December-January: Sharing the draft SPSA for feedback and approval.

February-May: Progress monitoring and mid-year adjustments.

June-July: Conducting the Annual Review and setting priorities for the next cycle.

With Whom:

School Site Council (SSC): Primary body for approval and feedback on SPSA goals, budgets, and plans.

English Learner Advisory Committee (ELAC): Ensured alignment of strategies with the needs of English Learners.

Staff Members: Teachers and support staff contributed insights during professional learning community (PLC) meetings and staff development days.

Parents and Families: Provided input via schoolwide surveys, parent workshops, and community forums.

Students: Gathered student perspectives through surveys and focus groups.

District Personnel: Consulted for technical assistance and alignment with districtwide priorities and compliance requirements.

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.

n/a

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Referring to the California School Dashboard, Ladera Vista’s overall performance falls in the “Red” or “Orange” categories in several state indicators. Specifically, English Language Arts (ELA) and Mathematics are both at Performance Level 2 (Orange/Low), indicating below-standard performance. English Learner Progress is at Performance Level 1 (Red/Very Low), representing the lowest performance category. Additionally, Chronic Absenteeism is also at Performance Level 2 (Orange/High). In contrast, Suspension Rate is at Performance Level 3 (Yellow/High) and does not fall into the Red or Orange categories. Overall, this means the indicators in need of the most attention based on Red and Orange performance levels are ELA, Math, English Learner Progress, and Chronic Absenteeism.

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

Referring to the California School Dashboard, the Suspension Rate is the state indicator in which performance for a student group was two or more performance levels below the “All Students” performance, as Students with Disabilities (SPED) performed at Level 1 compared to the overall Level 3.

Other Needs

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

The i-Ready Distance from Standard data shows that all students at Ladera Vista made meaningful progress in both ELA and Math from fall to spring, moving closer to grade-level expectations. However, significant gaps remain among subgroups. English Learners and Long-Term English Learners demonstrated the largest growth, yet they are still farthest from standard, particularly in ELA. Students with disabilities continue to show the greatest distance from standard in both subjects, with more limited gains, especially in Math. Socioeconomically disadvantaged and Hispanic students also improved steadily but remain below grade-level expectations. Overall, while the data reflects effective growth and instructional support, closing persistent subgroup gaps remains a critical priority.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ladera Vista Junior High School of the Arts. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	1.42%	1.70%	2.56%	11	14	21
Asian	7.1%	6.93%	6.34%	55	57	52
Filipino	1.16%	1.58%	1.83%	9	13	15
Hispanic/Latino	61.55%	64.36%	64.15%	477	529	526
Pacific Islander	0.13%	%	0.24%	1		2
White	21.03%	19.22%	19.51%	163	158	160
Two or More Races	7.61%	6.20%	5.37%	59	51	44
Not Reported	0%	%	%	0		
Total Enrollment				775	822	820

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	382	446	
Grade 8	393	376	
Total Enrollment	775	822	

Conclusions based on this data:

1.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	122	90	82	15.7%	10.9%	10.0%
Fluent English Proficient (FEP)	139	176	188	17.9%	21.4%	22.9%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	372	429	368	368	419	346	367	418	346	98.9	97.7	94
Grade 8	385	374	438	379	362	400	378	361	399	98.4	96.8	91.3
All Grades	757	803	806	747	781	746	745	779	745	98.7	97.3	92.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2564.	2555.	2557.	22.89	19.14	22.83	35.97	35.17	34.68	18.26	21.77	19.36	22.89	23.92	23.12
Grade 8	2566.	2566.	2548.	21.43	19.39	17.29	29.89	34.63	28.07	23.81	19.39	24.31	24.87	26.59	30.33
All Grades	N/A	N/A	N/A	22.15	19.26	19.87	32.89	34.92	31.14	21.07	20.67	22.01	23.89	25.16	26.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	23.71	19.18	25.80	58.86	61.63	55.65	17.44	19.18	18.55
Grade 8	20.16	25.76	19.30	55.17	50.42	53.13	24.67	23.82	27.57
All Grades	21.91	22.24	22.31	56.99	56.43	54.30	21.10	21.34	23.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	27.52	24.40	27.83	51.23	51.21	56.52	21.25	24.40	15.65
Grade 8	25.13	20.50	16.04	50.26	51.80	46.12	24.60	27.70	37.84
All Grades	26.31	22.58	21.51	50.74	51.48	50.94	22.95	25.94	27.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	16.35	14.63	16.81	71.39	70.74	69.86	12.26	14.63	13.33
Grade 8	14.02	17.73	15.54	71.43	68.70	67.17	14.55	13.57	17.29
All Grades	15.17	16.07	16.13	71.41	69.79	68.41	13.42	14.14	15.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	26.70	21.58	20.58	56.40	62.59	56.23	16.89	15.83	23.19
Grade 8	27.25	24.65	21.30	58.47	60.66	57.89	14.29	14.68	20.80
All Grades	26.98	23.01	20.97	57.45	61.70	57.12	15.57	15.30	21.91

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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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 7	372	429	368	369	414	344	369	413	344	99.2	96.5	93.5
Grade 8	385	375	438	377	363	402	377	363	402	97.9	96.8	91.8
All Grades	757	804	806	746	777	746	746	776	746	98.5	96.6	92.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2542.	2522.	2535.	22.22	16.71	21.51	20.05	18.40	19.19	26.83	29.78	22.97	30.89	35.11	36.34
Grade 8	2533.	2542.	2528.	18.30	17.08	17.91	16.18	18.18	14.43	22.81	27.27	24.88	42.71	37.47	42.79
Grade 11															
All Grades	N/A	N/A	N/A	20.24	16.88	19.57	18.10	18.30	16.62	24.80	28.61	23.99	36.86	36.21	39.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	27.64	17.43	21.51	42.82	47.46	47.09	29.54	35.11	31.40
Grade 8	17.77	19.28	17.91	44.56	48.48	46.27	37.67	32.23	35.82
Grade 11									
All Grades	22.65	18.30	19.57	43.70	47.94	46.65	33.65	33.76	33.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	18.43	15.25	18.31	53.93	50.85	53.78	27.64	33.90	27.91
Grade 8	16.71	17.08	13.93	50.13	54.27	54.73	33.16	28.65	31.34
All Grades	17.56	16.11	15.95	52.01	52.45	54.29	30.43	31.44	29.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	18.97	11.86	19.19	61.52	60.77	51.74	19.51	27.36	29.07
Grade 8	14.85	14.60	13.43	59.68	58.68	55.72	25.46	26.72	30.85
All Grades	16.89	13.14	16.09	60.59	59.79	53.89	22.52	27.06	30.03

Conclusions based on this data:

1.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1515.3	1517.1	1519.7	1508.4	1516.0	1508.8	1522.0	1517.7	1530.1	32	48	30
8	1541.3	1531.7	1527.9	1542.2	1532.0	1516.9	1539.9	1531.0	1538.4	46	27	45
All Grades										78	75	75

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.25	10.64	10.00	37.50	36.17	43.33	40.63	38.30	36.67	15.63	14.89	10.00	32	47	30
8	10.87	11.11	13.33	47.83	44.44	31.11	34.78	22.22	40.00	6.52	22.22	15.56	46	27	45
All Grades	8.97	10.81	12.00	43.59	39.19	36.00	37.18	32.43	38.67	10.26	17.57	13.33	78	74	75

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	9.38	21.28	26.67	59.38	46.81	43.33	21.88	19.15	23.33	9.38	12.77	6.67	32	47	30
8	23.91	22.22	20.00	52.17	44.44	37.78	19.57	18.52	24.44	4.35	14.81	17.78	46	27	45
All Grades	17.95	21.62	22.67	55.13	45.95	40.00	20.51	18.92	24.00	6.41	13.51	13.33	78	74	75

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	3.13	6.38	0.00	25.00	17.02	33.33	34.38	44.68	36.67	37.50	31.91	30.00	32	47	30
8	0.00	3.70	6.67	26.09	18.52	26.67	50.00	40.74	37.78	23.91	37.04	28.89	46	27	45
All Grades	1.28	5.41	4.00	25.64	17.57	29.33	43.59	43.24	37.33	29.49	33.78	29.33	78	74	75

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	0.00	13.04	6.67	62.50	58.70	70.00	37.50	28.26	23.33	32	46	30
8	4.35	18.52	13.33	86.96	48.15	66.67	8.70	33.33	20.00	46	27	45
All Grades	2.56	15.07	10.67	76.92	54.79	68.00	20.51	30.14	21.33	78	73	75

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	65.63	65.96	46.67	25.00	25.53	46.67	9.38	8.51	6.67	32	47	30
8	65.22	66.67	48.89	30.43	25.93	33.33	4.35	7.41	17.78	46	27	45
All Grades	65.38	66.22	48.00	28.21	25.68	38.67	6.41	8.11	13.33	78	74	75

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.25	8.51	10.00	37.50	42.55	40.00	56.25	48.94	50.00	32	47	30
8	6.52	7.41	17.78	56.52	40.74	33.33	36.96	51.85	48.89	46	27	45
All Grades	6.41	8.11	14.67	48.72	41.89	36.00	44.87	50.00	49.33	78	74	75

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.25	6.52	13.33	75.00	76.09	76.67	18.75	17.39	10.00	32	46	30
8	0.00	3.70	0.00	82.61	85.19	86.67	17.39	11.11	13.33	46	27	45
All Grades	2.56	5.48	5.33	79.49	79.45	82.67	17.95	15.07	12.00	78	73	75

Conclusions based on this data:

1.

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
820	63.3%	10%	0.6%
Total Number of Students enrolled in Ladera Vista Junior High School of the Arts.	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	82	10%
Foster Youth	5	0.6%
Homeless	20	2.4%
Socioeconomically Disadvantaged	519	63.3%
Students with Disabilities	124	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.6%
American Indian	0	0.0%
Asian	52	6.3%
Filipino	15	1.8%
Hispanic	526	64.1%
Two or More Races	44	5.4%
Pacific Islander	2	0.2%
White	160	19.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

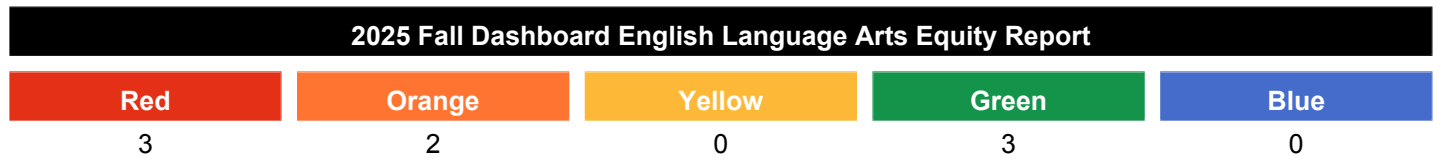
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 14.5 points below standard Declined 17.3 points 758 Students	English Learners  Red 70.1 points below standard Maintained 0.6 points 190 Students	Long-Term English Learners  Red 106.3 points below standard Declined 20.5 points 62 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 143.1 points below standard Declined 9.4 points 22 Students	Socioeconomically Disadvantaged  Orange 39 points below standard Declined 7.4 points 482 Students

Students with Disabilities  Red 148.5 points below standard Declined 49.9 points 120 Students	African American  No Performance Color 8.1 points above standard Declined 3.2 points 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  Green 40.1 points above standard Declined 31.3 points 50 Students	Filipino  No Performance Color 16.9 points above standard Declined 36.9 points 15 Students	Hispanic  Orange 36.4 points below standard Declined 10.4 points 486 Students
Two or More Races  Green 21.1 points above standard Declined 39.7 points 42 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 18.7 points above standard Declined 28.9 points 147 Students

Conclusions based on this data:

1. Students with disabilities continue to experience significant academic challenges. In ELA, they scored 113 points below standard, declining by 11 points from the previous year. Math performance similarly remains a concern, with a score of 152 points below standard, also declining by 11 points. While current SDC and RSP services provide foundational support, these students require more intensive, data-informed interventions. Increased use of assistive technology, differentiation aligned to IEPs, and consistent progress monitoring must be prioritized to close the achievement gap.
2. English Learners remain substantially below standard, scoring 106 points below in ELA (though improving by 15 points) and 145 points below in Math. While this indicates some growth in literacy, the depth of need is still severe. Hispanic students—who make up a large portion of the school population—also saw a drop in ELA performance by 21 points, now scoring 28 points below standard. These groups need enhanced instructional support including designated and integrated ELD, vocabulary-rich instruction, and expanded access to targeted interventions during and after school.
3. Ladera Vista's overall performance remains modest, with ELA scoring 1 point above standard, reflecting a 5-point decline from last year. Math scores declined by 5 points, now 44 points below standard. While performance remains relatively stable across some subgroups, widening achievement gaps for English Learners, students with disabilities, and socioeconomically disadvantaged students demand a differentiated, data-driven approach. Leveraging tools like i-Ready diagnostics and formative assessments will be key to guiding responsive instruction and intervention.

School and Student Performance Data

Academic Performance Mathematics

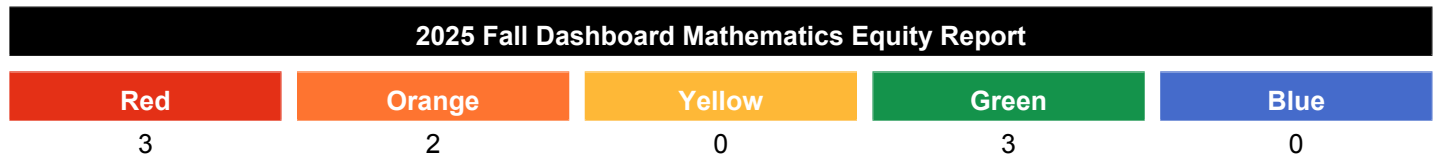
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 52 points below standard Declined 10.6 points 760 Students	English Learners  Red 118.3 points below standard Declined 6.5 points 190 Students	Long-Term English Learners  Red 165.7 points below standard Declined 37.2 points 62 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 175.2 points below standard Declined 15 points 23 Students	Socioeconomically Disadvantaged  Orange 84 points below standard Declined 8.9 points 483 Students

Students with Disabilities  Red 177.9 points below standard Declined 46.2 points 121 Students	African American  No Performance Color 46.2 points below standard Declined 23.7 points 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  Green 22.7 points above standard Declined 21.8 points 51 Students	Filipino  No Performance Color 23.5 points below standard Declined 24.2 points 15 Students	Hispanic  Orange 82.7 points below standard Declined 11.6 points 487 Students
Two or More Races  Green 6.8 points above standard Declined 5.5 points 42 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 0.1 points above standard Maintained 0.5 points 147 Students

Conclusions based on this data:

1. Although students with disabilities improved slightly by 1.24 points in math, they still perform 152 points below standard, indicating persistent and profound challenges in mathematics. Many students in the Special Day Class (SDC) participate in the CAASPP rather than the California Alternate Assessment (CAA), despite cognitive functioning often falling multiple grade levels below standard. Continued focus should remain on measured growth and personalized progress aligned to IEP goals, rather than achieving grade-level benchmarks.
2. Hispanic students scored 74 points below standard, maintaining nearly the same performance level as last year with only a +1 point change. This flat trajectory highlights the ongoing need for structured math intervention that emphasizes fluency, number sense, and conceptual understanding. A schoolwide emphasis on Tier 2 supports, culturally responsive problem-solving approaches, and increased access to manipulatives and real-world application tasks may help drive growth for this large subgroup.
3. English Learners performed 145 points below standard in math, showing a slight improvement of 9 points from the previous year. Although this upward trend is encouraging, the overall performance level is still critical. Due to the complex language demands in math assessments, it's essential to provide scaffolded math vocabulary instruction, visual supports, and targeted intervention through both designated and integrated ELD instruction. Supporting students' math comprehension through language-rich contexts and peer collaboration is necessary to help accelerate their growth.

School and Student Performance Data

Academic Performance Science

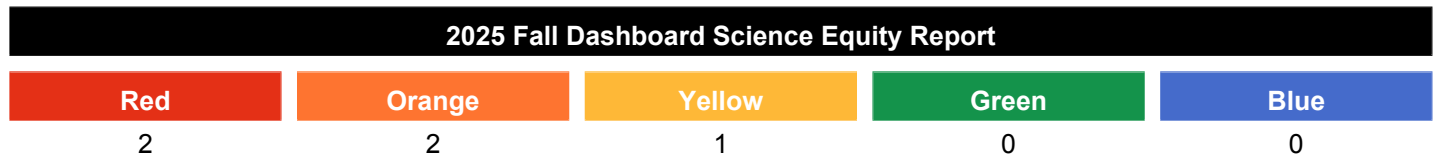
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 45.6 science points Declined 8.5 points 412 Students	English Learners  Red 34.7 science points Declined 5.8 points 106 Students	Long-Term English Learners  No Performance Color 33.2 science points Maintained 0.5 points 33 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 34.3 science points 13 Students	Socioeconomically Disadvantaged  Orange 40.2 science points Declined 7.5 points 256 Students

Students with Disabilities  Red 28.2 science points Declined 13.5 points 64 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  No Performance Color 57.9 science points Declined 8.1 points 32 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 41 science points Declined 7.5 points 274 Students
Two or More Races  No Performance Color 56.1 science points Declined 5.8 points 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 54.8 science points Declined 7.3 points 68 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
31 making progress.	30.8 making progress.
Number Students: 71 Students	Number Students: 52 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
22.5%	46.5%	0%	31%

Conclusions based on this data:

1. The 2024 California School Dashboard data on English Learner Progress highlights significant challenges in achieving language proficiency among English Learner subgroups. While some students show minor improvements, the majority remain far below the standard, particularly Long-Term English Learners, whose performance continues to stagnate. This indicates a critical need for more effective language development strategies, targeted academic support, and differentiated instruction. Socioeconomic factors further compound the difficulties faced by English Learners, suggesting the importance of holistic approaches that address both academic and social-emotional needs. Strengthening family engagement, expanding access to bilingual resources, and providing professional development for teachers on effective language acquisition strategies will be essential to fostering meaningful progress for English Learners.
2. At Ladera Vista, 56.5% of English Learners are making progress toward English language proficiency, which reflects steady improvement and supports the impact of designated ELD instruction. The school’s structured approach to language development—focused on academic discourse, vocabulary acquisition, and consistent support during ELA instruction—has helped foster this progress, particularly among early-stage ELs.
3. Despite the overall growth, 17.4% of students decreased at least one ELPI level and 26.1% remained at the same level, indicating stagnation for a significant portion of ELs. Long-Term English Learners (LTELs) in particular continue to show lower-than-expected progress rates. These students need more targeted instruction with increased

scaffolding, language-focused academic supports, and stronger integration of ELD within all content areas. Enhanced use of data in PLCs and implementation of strategic intervention groups before key assessments will help accelerate growth for this subgroup.

School and Student Performance Data

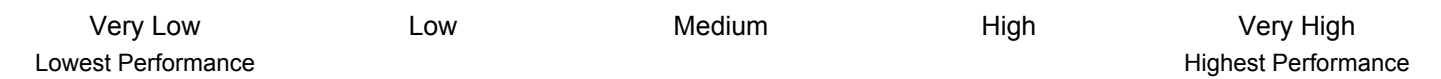
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	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.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Orange

16.3% Chronically Absent

Increased 1.5

845 Students

English Learners



Yellow

19.8% Chronically Absent

Declined 5.5

91 Students

Long-Term English Learners



Yellow

16.9% Chronically Absent

Declined 1.7

65 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Homeless



No Performance Color

44.4% Chronically Absent

Declined 5.6

27 Students

Socioeconomically Disadvantaged



Red

22% Chronically Absent

Increased 1

540 Students

Students with Disabilities  Red 25.6% Chronically Absent Maintained 0.2 133 Students	African American  No Performance Color 27.3% Chronically Absent Increased 5.8 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Yellow 5.2% Chronically Absent Maintained 0.2 58 Students	Filipino  No Performance Color 0% Chronically Absent Maintained 0 15 Students	Hispanic  Orange 18.6% Chronically Absent Increased 0.5 538 Students
Two or More Races  Yellow 4.3% Chronically Absent Increased 2.4 46 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 14.7% Chronically Absent Increased 3 163 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard data on chronic absenteeism presents a mixed picture of progress and persistent challenges across student subgroups. For all students, 14.8% were chronically absent, placing the group in the Yellow performance band, with a modest decline of 1.7% from the previous year. While this signals some overall improvement, several student populations remain disproportionately affected. These trends underscore a persistent equity issue in attendance. Vulnerable populations—especially those with disabilities, economic challenges, and language needs—continue to miss school at disproportionately high rates. This data calls for sustained, targeted supports such as family engagement, increased access to resources, and personalized intervention plans to reduce barriers to attendance and ensure every student has the opportunity to fully participate in school.

School and Student Performance Data

Academic Engagement Graduation Rate

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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

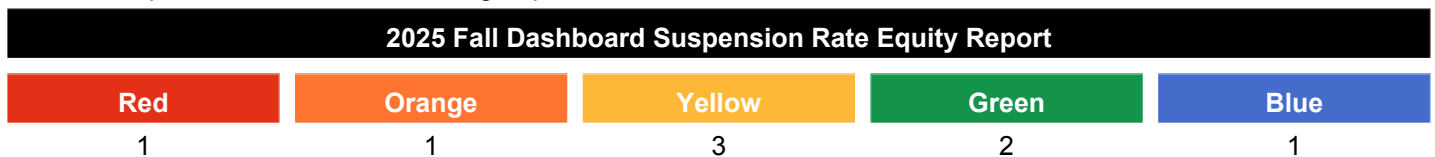
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 5.5% suspended at least one day Maintained 0% 854 Students	English Learners  Yellow 8.6% suspended at least one day Declined 1.8% 93 Students	Long-Term English Learners  Yellow 9% suspended at least one day Declined 0.3% 67 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  No Performance Color 17.9% suspended at least one day Increased 6.7% 28 Students	Socioeconomically Disadvantaged  Green 7.4% suspended at least one day Declined 0.3% 544 Students

Students with Disabilities  Red 12.8% suspended at least one day Increased 1.9% 133 Students	African American  No Performance Color 13.6% suspended at least one day Declined 14.9% 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Yellow 1.7% suspended at least one day Increased 1.7% 58 Students	Filipino  No Performance Color 6.7% suspended at least one day Increased 6.7% 15 Students	Hispanic  Green 6.2% suspended at least one day Declined 0.5% 547 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.9% 46 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 4.3% suspended at least one day Increased 1.2% 163 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard Suspension Rate data reveals concerning disparities in suspension rates among student subgroups at the school level. Overall, the suspension rate for all students is 5.5%, which earned an Orange performance level, indicating room for improvement. Notably, the suspension rate increased by 2% from the prior year. The data reveals significant disparities in suspension rates among student subgroups, highlighting a need for targeted intervention and systemic change. African American students, students with disabilities, English learners, and homeless youth are disproportionately impacted, with notably high suspension rates and increases from the previous year. Additionally, most subgroups with reportable data experienced an uptick in suspensions, suggesting that current behavior and discipline practices may not be effectively supporting students. In contrast, Asian students demonstrated exemplary outcomes with a 0% suspension rate, reflecting the potential impact of strong support systems and culturally responsive approaches. These findings emphasize the importance of implementing equity-centered discipline practices, such as restorative justice and proactive behavior support, to reduce exclusionary discipline and foster a more inclusive and supportive school environment for all learners.

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.

Student Achievement

Based on the 2025 Dashboard the CAASPP ELA Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups (English Learners, Economically Disadvantaged, Special Education, Hispanic).

Based on the 2025 Dashboard the CAASPP Math Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups (English Learners, Economically Disadvantaged, Special Education, Hispanic).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

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.

The 2025 Ladera Vista Dashboard data for English Language Arts reveal mixed results across student groups. While groups such as Asian, White, and Two or More students show stronger performance in the green range, others—including English Learners, Long-Term English Learners, students with disabilities, socioeconomically disadvantaged students, and Hispanic students—continue to perform in the orange or red ranges. Several of these student groups also declined from the previous year, including the overall schoolwide group. These persistent gaps highlight the urgent need for targeted literacy interventions, language development support, and instructional strategies that respond to the needs of struggling learners. At the same time, the stronger performance of higher-achieving groups may offer useful practices that can be studied and applied more broadly.

The 2025 Ladera Vista Dashboard data for Mathematics also reveal significant performance disparities across student groups. Asian, White, and Two or More students performed in the green range, while English Learners, Long-Term English Learners, and students with disabilities remained in the red range. Socioeconomically disadvantaged students and Hispanic students performed in the orange range, and the overall schoolwide group also remained in the orange range with a decline from the previous year. These results point to the need for targeted math support, differentiated instruction, and equitable access to resources in order to improve outcomes for struggling student groups and strengthen overall achievement.

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
CAASPP ELA & Math	Dashboard Data	DFS increase by 3 points
iReady ELA & Math	D3 Scores	DFS increase by 3 points or more
ELPAC	Dashboard Data	Increase by %10

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	Ladera Vista Junior High School of the Arts will support student proficiency and growth in ELA and Mathematics through full implementation of the California Common Core Standards. Departmental Professional Learning Communities (PLCs) will collaborate to review and clarify standards, ensuring all curriculum content is taught and that students demonstrate mastery of identified Guaranteed and Viable standards. Teachers will participate in dedicated curriculum planning days to maintain pacing fidelity, analyze multiple measures of assessment, and refine instruction to meet student needs. Additional supports, including supplementary materials and online resources, will be provided to enhance learning. Clear communication of curriculum goals and expectations will be shared with students and families, and ongoing professional development will emphasize cross-curricular planning with visual and performing arts integration to deepen engagement and understanding.	All students	25,210 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 5,538 LCFF - Base 1000-1999: Certificated Personnel Salaries Professional Development 9,472 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes, Release Days, Extra Hours 55,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Curriculum Licenses 35,712 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Curriculum
1.2	Ladera Vista Junior High School of the Arts will support student proficiency and growth in ELA and Mathematics by implementing best practices in classroom instruction that emphasize high-quality, engaging teaching. "First Best Teaching" will be prioritized through the use of Marzano strategies, while common assessments will be developed and analyzed to inform and adjust instruction. Teachers will emphasize both rigor and relevance, ensuring students build strong foundational skills alongside higher-level thinking. Instruction will intentionally support the 4Cs—communication, critical thinking, collaboration, and creativity—through the school's Visual Innovation Program and AVID strategies. The integration of iPads and visual media will further enhance engagement and 21st century learning, while the arts will serve as a unifying thread across content areas to deepen understanding and create meaningful connections for all students.	All Students	10,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional Development 23,262 LCFF - Base 4000-4999: Books And Supplies Supplies and Materials 5,000 LCFF - Base 6000-6999: Capital Outlay Technology Acquisition 5,009 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures AVID Site License, support
1.3	Ladera Vista Junior High School of the Arts will support struggling learners, including identified ATSI student groups, by providing targeted, multi-	All Students	10,907 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	tiered interventions designed to accelerate progress in ELA and Mathematics. Students will receive specialized support through push-in RSP and SDC classes aligned to IEP goals, along with increased inclusion opportunities to access core instruction alongside peers. Intensive small-group intervention classes during the school day and a structured tutorial intervention program will provide additional targeted support. Extended learning opportunities, including after-school ACES programs and teacher-led support sessions, will further reinforce student learning. Additional staffing, including media technician support, will enhance access to instructional technology, while the RTI process will ensure ongoing monitoring and responsive intervention to meet individual student needs.		4000-4999: Books And Supplies Materials and Supplies (ATSI) 5,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Technology Support 18,255 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Media Specialist Salary 20,796 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Math Instructional Aide Support
1.4	Ladera Vista Junior High School of the Arts will support student proficiency and growth in ELA and Mathematics by strengthening teacher planning, collaboration, and alignment of instruction. Teachers will be provided dedicated time to plan standards-based lessons, share effective instructional strategies, and analyze student work to inform instruction. Weekly departmental Professional Learning Community (PLC) meetings will focus on reviewing assessment data and coordinating instruction to ensure consistency and responsiveness to student needs. Curriculum planning days will allow teachers to map and refine pacing aligned to the Common Core Standards. Additionally, students will engage in assessment experiences that mirror SBAC expectations, building familiarity with test formats and rigor to better prepare them for success on state assessments.	All Students	6,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes 4,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly Pay

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.

Despite the implemented strategies, information on the Dashboard did not achieve the desired results.

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

Despite an increase in hourly opportunities for extra help for students, there was not an ability for staff to provide those hours.

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.

Many of the changes in this plan reflect the decreased budget provided the school.

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.

Technology and Digital Literacy

All Ladera Vista Students and Staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 Technology/Digital Literacy: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

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.

Ladera Vista has made progress in integrating technology and digital literacy into student learning, but challenges remain in equitable access, digital competency, and educator training. While students have access to digital tools, socioeconomically disadvantaged students may struggle with consistent device and internet access outside of school, requiring expanded device distribution and strengthened infrastructure. Additionally, students need deeper digital literacy skills, including critical thinking, media literacy, responsible technology use, and training on safe online practices, which can be addressed through dedicated lessons, STEM-based programs, and integration into core subjects. There will also be an increased effort by staff to incorporate the new district AI framework. To support these initiatives, educators need ongoing professional development to effectively use instructional technology, requiring hands-on training, coaching, and peer mentorship. By addressing these gaps, Ladera Vista can ensure all students develop the digital and informational literacy skills necessary for college and career success while using technology safely and responsibly.

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
% of Students who have access to Google Accounts	100% of students have an account	100% of students use their account
% of teachers that compete Digital Citizenship through Common Sense Media	100% of Teachers provide lessons in the first two weeks of school	100% of Teachers provide lessons to students
% of Students who have access to school provided iPad for school use	100% of students are given an iPad for school use	100% of students are given an iPad for school use

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Ladera Vista Junior High School of the Arts will ensure that all students and staff have access to	All Students	2,891

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and demonstrate mastery of 21st century learning tools, resources, and skills to support relevant and rigorous learning experiences. Instruction will emphasize the development of critical 21st century skills alongside strong content knowledge, while promoting interdisciplinary connections across key subject areas. A focus on deep understanding will guide teaching and learning, moving beyond surface-level knowledge. Students will engage with real-world data, tools, and problem-solving experiences that reflect college, career, and life expectations. Additionally, instruction will provide opportunities for multiple levels of mastery, ensuring all learners are challenged and supported as they build the skills necessary for future success.		LCFF - Supplemental 6000-6999: Capital Outlay Technology Acquisition
2.2	Ladera Vista Junior High School of the Arts will support 21st century learning environments by creating instructional practices, support systems, and physical spaces that promote the development of critical skills for all students. Professional Learning Communities (PLCs) will be strengthened to foster collaboration, share best practices, and integrate 21st century skills into classroom instruction. Students will engage in meaningful, real-world learning experiences through project-based and applied work, while having equitable access to high-quality tools, technology, and resources. Learning spaces will be designed to support individual, group, and collaborative work, and opportunities will be expanded to connect students with the broader community and global perspectives through both in-person and digital experiences.	All Students	5,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Planning and Collaboration 3,000 LCFF - Base 6000-6999: Capital Outlay Classroom Equipment and Furnishings
2.3	Ladera Vista Junior High School of the Arts will support 21st century curriculum and instruction by providing students with meaningful opportunities to apply critical skills across all content areas through a competency-based approach to learning. Instruction will emphasize innovative practices that integrate technology, inquiry-based learning, and problem-solving, while promoting higher-order thinking skills. In addition, the school will actively incorporate community resources and experiences beyond the classroom, connecting learning to real-world contexts and expanding opportunities for student engagement and achievement.	All Students	5,500 LCFF - Base 6000-6999: Capital Outlay Technology Acquisition
2.4	Ladera Vista Junior High School of the Arts will support 21st century professional development by equipping teachers with strategies to effectively integrate modern skills, tools, and instructional practices into their classrooms while refining or replacing less impactful activities. Professional	All Students	4,764 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Planning and Collaboration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	learning will emphasize a balance between direct instruction and project-based approaches, highlighting how deeper content knowledge strengthens critical thinking and problem-solving. Teachers will engage in collaborative PLCs that model 21st century learning practices, and will be supported in identifying and responding to students' diverse learning styles, strengths, and needs to maximize engagement and achievement for all learners.		

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.

While we use data to track student and staff compliance of lessons, we lack data that demonstrates student proficiency.

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

The intended implementations are largely the work of teachers and district approved lessons, while the budgeted expenditures are more related to technology expenses.

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.

Due to a declining budget, we will try to improve our care and replacement of technology items.

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.

Safe and Secure Environment

Ladera Vista will provide a welcoming, safe and secure environment for all members of our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ladera Vista will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and 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.

The 2025 California School Dashboard preliminary data highlights continued concerns in both suspension and chronic absenteeism at Ladera Vista Junior High School of the Arts. The overall suspension rate is 5.5%, placing the school in the High range, and remained stable from the previous year. However, disparities persist, particularly among students with disabilities (12.8%, Very High) and multilingual learners, indicating a need for targeted behavioral supports. Chronic absenteeism is a growing concern, with 16.3% of students chronically absent, increasing from the previous year and placing the school in the High range. Rates are disproportionately higher for students with disabilities (25.6%) and socioeconomically disadvantaged students (22%), with additional concerns among English Learners and Hispanic students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease chronic absenteeism by 2% annually among all student groups, particularly English Learners and socioeconomically disadvantaged students	Overall rate: the school's chronic absenteeism rate is currently at 16.3%	Overall rate: the schools chronic absenteeism rate will be no more then 13.3%
Second Step lessons	7th and 8th grade lessons taught in Advisory	100% completion at all grade levels
Dashboard suspension	Dashboard data	Decrease

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	Ladera Vista Junior High School of the Arts will promote a safe and secure environment by fostering positive relationships among staff, students, and the broader school community. The school will increase culturally relevant activities to engage all learners and create an environment	All Students	10,010 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	where students and staff feel safe, supported, and connected. A strong emphasis will be placed on encouraging consistent attendance and active participation in school activities. Social Emotional Learning will be implemented schoolwide through the Second Step curriculum, while a Student Success Mentor pilot program will provide additional support through SEL, PBIS, and Restorative Justice practices. These efforts will strengthen relationships, enhance school climate, and support the overall well-being of all students and staff.		3,500 LCFF - Base 1000-1999: Certificated Personnel Salaries Staff Development and Community Outreach 7,087 LCFF - Base 6000-6999: Capital Outlay School Improvement Projects 11,888 LCFF - Base 1000-1999: Certificated Personnel Salaries Attendance Support Programs 20,659 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Mental Health Support
3.2	Ladera Vista Junior High School of the Arts will promote a safe and engaging learning environment by integrating fun, creativity, and meaningful experiences into teaching and learning. The school will embed arts integration across all content areas, ensuring students have access to rich, engaging instruction that reflects its identity as a School of the Arts. Classrooms will be equipped with the resources and supports necessary to foster a positive environment and maximize student success. In addition, schoolwide activities such as assemblies, performances, competitions, and celebrations will provide opportunities for connection, recognition, and student engagement, further enhancing school climate and overall well-being.	All Students	4,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Guest Speakers and Performers 3,240 LCFF - Supplemental 4000-4999: Books And Supplies Arts Integration Materials
3.3	Ladera Vista Junior High School of the Arts will foster a welcoming environment by promoting a positive, inclusive, and friendly campus culture for all students, staff, and families. The school will ensure that facilities are clean, orderly, well-maintained, and safe, creating a space where students can learn and thrive. Student work and achievements will be prominently displayed in classrooms and public areas to celebrate success and build pride in the school community. In addition, a strong emphasis on excellent customer service will ensure that all stakeholders feel valued, respected, and supported.	All Students	1,000 LCFF - Base 2000-2999: Classified Personnel Salaries Custodial Support 1,500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 750

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF - Base 4000-4999: Books And Supplies Recognition Materials 11,985 LCFF - Base 5000-5999: Services And Other Operating Expenditures School Improvement Projects
3.4	Ladera Vista Junior High School of the Arts will ensure a safe and secure campus by prioritizing the physical, mental, nutritional, and emotional well-being of both students and staff. The school will maintain facilities that support safety and regularly conduct drills to strengthen emergency preparedness. Staff will be trained in emergency response protocols, including active shooter training, and will have a clear understanding of their roles within a comprehensive emergency plan. Emergency supplies will be maintained and updated annually to ensure readiness. In addition, a School Safety Monitor will support student needs and campus supervision, while detailed Safe School and Action Plans will guide ongoing efforts to maintain a secure and responsive school environment.	All Students	750 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Guest Speakers and Programs 1,500 LCFF - Base 1000-1999: Certificated Personnel Salaries Teachers Collaboration and Planning Time

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.

We are continuing to apply strategies to reach intended goals.

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

There were slight reductions in budget expenditures to reflect the reduction in dedicated funding.

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.

Using input from our ELAC, there will be an increased focus on creating more culturally relevant educational opportunities to engage all learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

Ladera Vista will support excellent communication among all members of our school community and within our District and city and geographic area at large to support school activities, support parent advocacy, and support for students in their home environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ladera Vista will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

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.

Ladera Vista is dedicated to strengthening parent partnerships by improving communication, increasing participation, and addressing barriers such as language access and scheduling conflicts. There is a need for increased communication, specifically to engage socioeconomically disadvantaged and English learner families. To address this, the school will enhance multilingual outreach, utilize digital tools, and offer flexible meetings, parent Workshops, and cultural events to create an inclusive and engaged school community.

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
Parent Meetings (SSC, ELAC, PTSA)	Sign in sheets	Increase by 10%

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
4.1	Ladera Vista Junior High School of the Arts will strengthen school-to-home communication by establishing positive connections with families prior to the start of the school year and consistently sharing information about programs, events, policies, and procedures. The school will utilize multiple communication methods—including phone calls, emails, newsletters, and face-to-face meetings—to keep families informed, celebrate student success, and support academic achievement. Parents will be provided meaningful opportunities to have a voice in advocacy and decision-making, while community resources will		500 LCFF - Supplemental 5900: Communications Communications and Postage 500 LCFF - Base 1000-1999: Certificated Personnel Salaries Family Activity Nights - Personnel Support 1500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	be coordinated to help families support learning at home. Additionally, the inclusion of a Social Service Assistant (SSA) will provide targeted support to families in need. These efforts will promote stronger family engagement by building trust, increasing accessibility to information, and fostering active partnerships between home and school.		LCFF - Base 4000-4999: Books And Supplies Family Activity Nights - Materials and Supplies
4.2	Ladera Vista Junior High School of the Arts will promote strong communication among staff by emphasizing clear, consistent, and positive interactions across multiple platforms. Staff will utilize tools such as email, phone communication, daily sign-in sheets, staff lounge whiteboards, announcements, and clipboard messages to ensure timely sharing of information and alignment across the campus. These systems will support collaboration, improve efficiency, and foster a cohesive school environment where staff are well-informed and connected, ultimately enhancing the school's ability to support student success.		500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 250 LCFF - Base 5900: Communications Blackboard Connect
4.3	Ladera Vista Junior High School of the Arts will foster strong communication between staff and students by ensuring teachers clearly communicate learning goals and expectations while promoting a positive, supportive classroom environment that celebrates student success. Office staff and administration will remain accessible throughout the school day to provide guidance and support as needed. Communication will occur through multiple platforms—including email, phone, face-to-face interactions, and school announcements—ensuring students feel informed, supported, and connected to their school community.		500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies 500 LCFF - Supplemental 4000-4999: Books And Supplies Student Recognition 250 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Articulation
4.4	Ladera Vista Junior High School of the Arts will promote positive communication among students through structured opportunities such as classroom discussions, parent meetings, curricular connections, and one-on-one interactions. Students will be guided to understand the importance of respectful communication, including responsible use of social media and strong digital citizenship. Emphasis will also be placed on developing proficiency in both oral and written communication skills. Additional support will be available for students as needed through teachers, administration, and the school counselor, ensuring all students are equipped to communicate effectively and respectfully within the school community.		250 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Assemblies and Programs 117 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.5	Ladera Vista Junior High School of the Arts will maintain clear and timely communication with the District through effective use of email, text messaging, and direct contact. Relevant District information will be consistently shared with staff and the school community to ensure alignment and awareness. The school will actively support and promote District events, encouraging participation from students, families, and staff. Additionally, Ladera Vista will partner with families to coordinate access to District programs and resources, strengthening advocacy and providing support for students both at school and at home.		350 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Technology Support 91 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies
4.6	Ladera Vista Junior High School of the Arts will strengthen communication with the wider community by leveraging social media platforms to promote school programs, events, and celebrate student success. The school will cultivate positive relationships with local news organizations and maintain ongoing communication with nearby high schools and colleges to support student pathways. Additionally, Ladera Vista will serve as a conduit for connecting families to community resources and services, fostering strong partnerships that enhance support for students and families beyond the school.		50 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies None Specified 1000-1999: Certificated Personnel Salaries Teacher Planning and Collaboration 4500 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Extra Time for After School and Evening Events

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.

While there are few metrics to specifically analyze the effectiveness of this goal, it remains a critically important goal that our entire staff is dedicated to.

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

There were slight reductions in budget expenditures to reflect the reduction in dedicated funding.

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 was an increase in staff focus on the teacher communication of learning goals to students during the school year, which will continue into next year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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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.

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

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

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$349,043.00
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
LCFF - Base	\$130,147.00
LCFF - Supplemental	\$218,896.00

Subtotal of state or local funds included for this school: \$349,043.00

Total of federal, state, and/or local funds for this school: \$349,043.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	130,147.00
LCFF - Supplemental	218,896.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	57,412.00
2000-2999: Classified Personnel Salaries	66,060.00
4000-4999: Books And Supplies	113,849.00
5000-5999: Services And Other Operating Expenditures	71,994.00
5800: Professional/Consulting Services And Operating Expenditures	15,500.00
5900: Communications	750.00
6000-6999: Capital Outlay	23,478.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	32,426.00
2000-2999: Classified Personnel Salaries	LCFF - Base	1,000.00
4000-4999: Books And Supplies	LCFF - Base	62,899.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	11,985.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,000.00
5900: Communications	LCFF - Base	250.00
6000-6999: Capital Outlay	LCFF - Base	20,587.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,986.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	65,060.00
4000-4999: Books And Supplies	LCFF - Supplemental	50,950.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	60,009.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	14,500.00
5900: Communications	LCFF - Supplemental	500.00
6000-6999: Capital Outlay	LCFF - Supplemental	2,891.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	240,161.00
Goal 2	21,155.00
Goal 3	77,869.00
Goal 4	9,858.00

School Site Council Membership

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

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

Name of Members	Role
William Lynch	Principal
Debbie Mittelman	Other School Staff
Casey Berry	Classroom Teacher
Jo Bridge	Classroom Teacher
Jill Pope	Classroom Teacher
Korissa Faiman	Parent or Community Member
James Jamieson	Parent or Community Member
Daisy Steakley	Parent or Community Member
Alondra Trujillo Martinez	Secondary Student
Sophia Rizo	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Josephine Bridge, LV staff and SSC member

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

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

This SPSA was adopted by the SSC at a public meeting on 4 / 22 / 26.

Attested:

	Principal, Dr. William Lynch on 4/22/26
	SSC Chairperson, Ms. Alondra Trujillo Martinez on 4/22/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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