



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the School Plan for Student Achievement (SPSA), as well as the planning requirements for a school identified for Additional Targeted Support and Improvement or Comprehensive Support and Improvement, may be found in the SPSA Template Instructions.

This school plan, developed by the La Puente High School School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school’s programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
La Puente High School	19734451934801	April 21, 2026	June 25, 2026

Plan Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, and/or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements, including for ATSI, CSI or TSI as identified, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

La Puente High School utilizes data analysis of federal, state, local and district assessments to develop our School Plan for Student Achievement. This school site plan addresses our significant student groups, identifies the goals, develops the action plans and determines the budget expenditures that support the planning, implementation and evaluation of the site plan. The annual cycle of review with input from all of our stakeholders (listed above) allows our alignment to be ongoing and current. The School Plan for Student Achievement meets the requirements for SWP.

School Profile

La Puente High School is situated in the San Gabriel Valley, approximately 20 miles east of downtown Los Angeles. According to the Census Day data released in October 2025, there were 753 students enrolled at the school. The Western Association of Schools and Colleges visited La Puente High School at the end of April 2024 and will hold a mid-cycle visit in 2026-27. La Puente High School offers diverse student activities with over 40 chartered active clubs, such as HOSA, California Scholarship Federation, Science Olympiad, Academic Decathlon, and Associated Student Body. The school encourages students to engage in extracurricular activities, offering a comprehensive interscholastic athletic program with opportunities in 15 different sports. Additionally, the school provides various Visual and Performing Art groups, including the first CTE Dance pathway in the district.

Currently, the school is a Title 1 Schoolwide program and successfully exited Additional Targeted Support and Improvement (ATSI) status in the 2023-24 school year. Based on the 2025 CA School Dashboard data, academic achievement in ELA and Math declined for La Puente's Socioeconomically Disadvantaged (SED) students and English Learners; however, 50% of English Learners made progress toward English language proficiency. Overall, the suspension rate at LPHS decreased, including a decline in the suspension rate for the English Learner student group. La Puente High School is working to improve academic achievement for all students, with a particular focus on Latino, SED, and English Learner student groups. The school is committed to providing a safe and inclusive learning environment for all students and is actively working to address these student groups' challenges.

La Puente High School acknowledges the need to utilize state and district assessment data to inform lesson design and support for all students, particularly Latino, SED, English Learners, LTELs, Students with Disabilities, and homeless students. The school will implement evidence-based interventions and practices to improve student achievement and performance. Furthermore, La Puente High School recognizes the importance of creating a safe and inclusive learning environment that supports all students' academic and personal growth. The school will prioritize efforts to address the achievement gap and high suspension rates among these student groups to ensure that every student has an equitable opportunity to succeed.

LPHS utilizes various funds to support all students. In preparation for the annual School Plan for Student Achievement, education partners have the opportunity to provide input for goals and services for students through staff, department, leadership, professional learning community and shared decision-making meetings. In addition, LPHS' English Learner Advisory Committee also has input into the Student Plan for Academic Achievement during their ELAC meetings. The purpose of the plan is to evaluate and set goals for the school, addressing academic progress in English Language Arts and Math, English Learner proficiency as well as climate goals for graduation rate, suspension rate, and attendance. The school identifies student groups who need additional support meeting content and ELD standards and works with the school staff and community to address critical areas of need.

In addition to the academic and school climate goals, LPHS offers students a variety of on-campus resources to further support students' social and emotional needs such as the guidance office calming room, offering students a safe and calm place to turn to when they are feeling anxious or overwhelmed; the Dream Center a resource center where students can receive academic and social/emotional support; the Department of Mental Health also is an on-site mental health support at all times during the school day. In addition to addressing the needs of the community, LPHS continues to offer the LP Closet, where families can access basic needs items. The school has also established the Community School Parent Resource Room, which serves as a space for parent meetings and as the hub for the school's food pantry. These resources will continue during 2026-2027 school year.

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District Adopted Core Curriculum 2026-27

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Supplementary</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-5
	Amplify, <i>Desmos Math</i>	6-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	McDougal Littell, <i>Precalculus with Limits</i>	
	McDougal Littell, <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20th Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12

School and Student Performance Data

Student Enrollment Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.23%	0.12%	0.13%	2	1	1
African American	0.58%	0.74%	0.66%	5	6	5
Asian	2.89%	3.81%	4.65%	25	31	35
Filipino	0.81%	0.49%	0.80%	7	4	6
Hispanic/Latino	94.57%	92.87%	91.10%	818	755	686
Pacific Islander	0.23%	0.25%	0.40%	2	2	3
White	0.23%	0.98%	0.93%	2	8	7
Multiple/No Response	%	%	0.13%			1
Total Enrollment				865	813	753

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	214	183	168
Grade 10	230	200	193
Grade 11	211	225	191
Grade 12	210	205	201
Total Enrollment	865	813	753

Conclusions based on this data:

1. Total enrollment declined from 960 in 2022–23 to 813 in 2024–25, with the largest drop in Grade 9, indicating a smaller incoming freshman class.
2. Hispanic/Latino students remain the majority, though their percentage has slightly decreased.
3. Asian student enrollment has steadily increased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	153	135	137	18.5%	17.7%	18.2%
Fluent English Proficient (FEP)	369	348	308	42.2%	42.7%	40.9%
Reclassified Fluent English Proficient (RFEP)				15.7%		

Student Enrollment “At-Risk” and Long Term English Learner (LTEL) Enrollment

2022-23

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	5	0	20	43	68	75	143
10	4	2	20	4	30	87	117
11	6	1	25	13	45	92	137
12	10	3	18	4	35	106	141

2023-24

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	8	1	14	15	38	84	122
10	6	0	37	9	52	81	133
11	5	3	12	8	28	80	108
12	11	0	14	10	35	87	122

Conclusions based on this data:

1. The number and percentage of English Learners decreased from 178 students (18.5%) in 2022–23 to 135 students (16.6%) in 2024–25.
2. LTEL numbers vary across grade levels with notable increases in Grade 10 & 11 in 2024–25, indicating ongoing challenges in reclassification for long-term ELs.
3. While LTEL numbers remain high in some grades, there is an increase in EL students in the 0–3 year category in 2024–25, which may indicate a growing population of newer English Learners entering LPHS.

4. The number of At-Risk (4–5 years) English Learners is relatively small across grade levels, suggesting most students either progress or transition into LTEL status.

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
813	89.1%	16.6%	0.7%
Total Number of Students enrolled in La Puente High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	135	16.6%
Foster Youth	6	0.7%
Homeless	80	9.8%
Socioeconomically Disadvantaged	724	89.1%
Students with Disabilities	131	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.7%
American Indian	1	0.1%
Asian	31	3.8%
Filipino	4	0.5%
Hispanic	755	92.9%
Two or More Races	0	0.0%
Pacific Islander	2	0.2%
White	8	1%

Conclusions based on this data:

1. A large majority of students (89.1%) are identified as socioeconomically disadvantaged, indicating a high level of need for targeted academic.

2. Approximately 92.9% of the student population is Hispanic/Latino, reflecting a highly homogeneous demographic.
3. English Learners (16.6%) and Students with Disabilities (16.1%) each make up a notable portion of LPHS student enrollment, highlighting the importance of focused instructional supports.
4. Homeless students make up 9.8% of the population, making them the third largest student group, while Foster Youth (0.7%) remain a small but high-need population requiring targeted support.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Red		
English Learner Progress  Green		
College/Career  Green		

Conclusions based on this data:

- | | |
|----|---|
| 1. | ELA and Math performance are in the red level, indicating very low academic achievement and a critical need for targeted intervention and support. |
| 2. | English Learner Progress, College and Career Indicator (CCI), and Suspension Rate are in the green level, indicating strong performance in supporting English Learners making progress towards English language proficiency, preparing students for postsecondary success, and maintaining a positive school climate. |
| 3. | Graduation rate is in the blue level, reflecting very high performance and a strong area of success for LPHS. |

School and Student Performance Data

Academic Performance English Language Arts

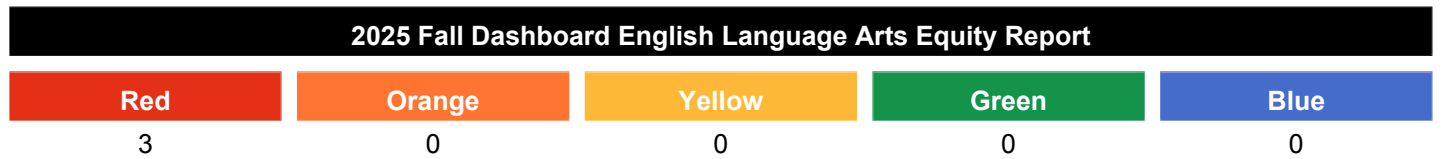
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This section provides number of student groups in each level.



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  Red 48.3 points below standard Declined 31.4 points 192 Students	English Learners  Red 99.4 points below standard Declined 38.3 points 58 Students	Long-Term English Learners  No Performance Color 116.2 points below standard Declined 41.7 points 28 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 95.5 points below standard Declined 36.9 points 23 Students	Socioeconomically Disadvantaged  Red 48.7 points below standard Declined 30.7 points 173 Students

Students with Disabilities  No Performance Color 148.3 points below standard Declined 36 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 50.8 points below standard Declined 28.1 points 182 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. All students are in the red level, performing 48.3 points below standard, with a significant decline of 31.4 points.
2. English Learners show the lowest performance at 99.4 points below standard, with the largest decline of 38.3 points, indicating a critical need for targeted support.
3. SED students are 48.7 points below standard and declined by 30.7 points, mirroring overall trend.
4. Hispanic students are 50.8 points below standard with a decline of 28.1 points, indicating challenges across the largest student group.
5. Across all major student groups, performance is in the red with notable declines, indicating the need for schoolwide instructional improvements and targeted interventions in ELA.

School and Student Performance Data

Academic Performance Mathematics

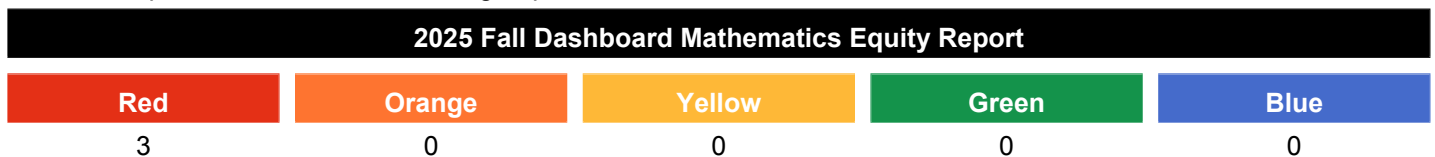
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 128 points below standard Declined 4.1 points 190 Students	English Learners  Red 182.6 points below standard Declined 43.8 points 61 Students	Long-Term English Learners  No Performance Color 191.4 points below standard Declined 44.7 points 27 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 173.4 points below standard Declined 53.5 points 23 Students	Socioeconomically Disadvantaged  Red 128 points below standard Declined 4.8 points 172 Students

Students with Disabilities  No Performance Color 213.5 points below standard Increased 4 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 132.8 points below standard Maintained -2.6 points 179 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. All students are in the red level, performing 128 points below standard, indicating significant gaps in math achievement.
2. English Learners are 182.6 points below standard with a substantial decline of 43.8 points, highlighting a critical need for focused support.
3. SED students are 128 points below standard with a slight decline of 4.8 points, reflecting persistent low performance across the biggest student group.
4. Hispanic students are 132.8 points below standard with a small decline of 2.6 points, suggesting performance remains low but relatively stable compared to other student groups.
5. All major student groups are performing at very low levels, indicating a need for focused math instruction and targeted interventions.

School and Student Performance Data

Academic Performance Science

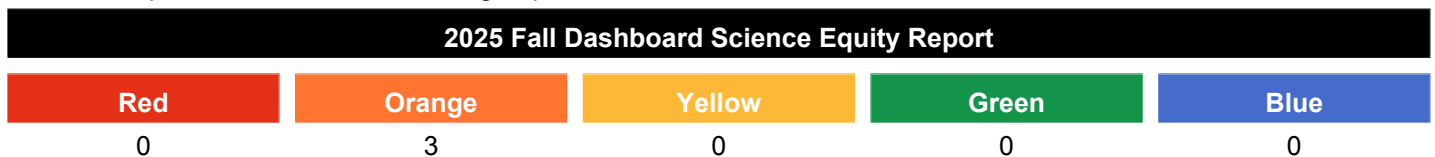
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Orange 41.4 science points Declined 2.3 points 195 Students	English Learners Orange 33.9 science points Increased 2 points 63 Students	Long-Term English Learners No Performance Color 30.3 science points Declined 3.7 points 28 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 40.5 science points Increased 3.6 points 24 Students	Socioeconomically Disadvantaged Orange 42.1 science points Maintained -1.6 points 175 Students

Students with Disabilities  No Performance Color 29.8 science points Declined 2.3 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 41.1 science points Maintained -1.7 points 184 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. All students are in the orange level at 41.4 points, indicating low performance across the school.
2. English Learners scored 33.9 points with a decline of 2 points, showing slightly better performance compared to other student groups/
3. SED students are at 42.1 points with a slight decline, reflecting similar performance patterns to all students.
4. Hispanic students scored 41.1 points with a small decline, aligning closely with overall school performance.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Blue
50 making progress.	61.8 making progress.
Number Students: 116 Students	Number Students: 68 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
12.9%	37.1%	3.4%	46.6%

Conclusions based on this data:

1. The English Learner Progress Indicator is in the green level, with 50% of students making progress, indicating positive movement in language acquisition.
2. LTEL progress is in the blue level at 61.8%, showing strong improvement among long-term English Learners.
3. 46.6% of students progressed at least one ELPI level, reflecting effective support in language development
4. About 12.9% of students decreased one ELPI level and 37.1% maintained lower levels, indicating a need for targeted focused to accelerate English language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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

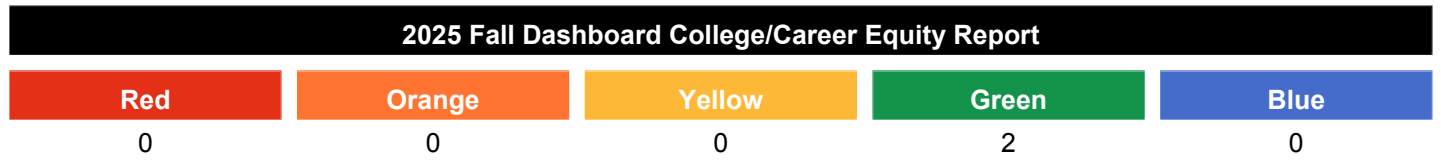
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green Prepared 42.5% Increased 3.7% 200 Students	English Learners  No Performance Color Prepared 27.6% Increased 3.2% 29 Students	Long-Term English Learners  No Performance Color Prepared 33.3% Increased 8.3% 15 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Prepared 31% Increased 11.8% 29 Students	Socioeconomically Disadvantaged  Green Prepared 42.7% Increased 4.5% 192 Students

Students with Disabilities  No Performance Color Prepared 13.8% Increased 11% 29 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green Prepared 40.5% Increased 2.5% 190 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. All students are in the green level, with 42.5% prepared and an increase of 3.7%, indicating positive growth in college/career readiness.
2. SED students are also in the green level at 42.7% prepared, with a higher increase of 4.5%, showing strong progress in college/career readiness.
3. Hispanic students are in the green level with 40.5% prepared and a 2.5% increase.
4. All student groups are performing in the green level, indicating equitable access to college and career readiness opportunities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

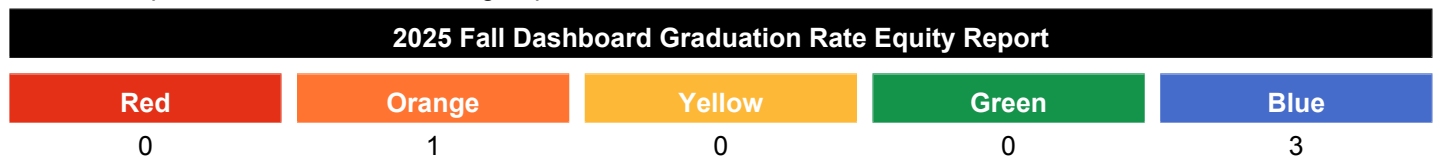
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 97.1% graduated Maintained 0.9% 205 Students	English Learners Orange 87.9% graduated Declined 2.6% 33 Students	Long-Term English Learners No Performance Color 93.3% graduated Declined 6.7% 15 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 93.1% graduated Declined 3.1% 29 Students	Socioeconomically Disadvantaged Blue 97.5% graduated Increased 1% 197 Students

Students with Disabilities  Blue 100% graduated Increased 8.3% 31 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Blue 97.4% graduated Maintained 0.5% 193 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. All students are in the blue level with a 97.1% graduation rate, maintaining strong graduation rate.
2. SED students are also in the blue level at 97.5%, with a 1% increase, reflecting continued increase in graduation rate.
3. Hispanic students are in the blue level at 97.4%, showing consistent and stable graduation rate.
4. English Learners are in the orange level at 87.9%, with a decline of 2.6%, indicating a significant gap in graduation outcomes.
5. While overall graduation rates are strong, the lower performance of English Learners highlights the need for focused interventions to ensure higher graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

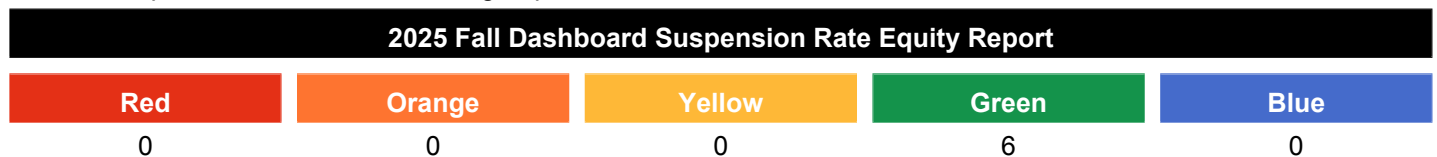
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.4% suspended at least one day Declined 1.8% 865 Students	English Learners Green 2.5% suspended at least one day Declined 1% 163 Students	Long-Term English Learners Green 2.2% suspended at least one day Declined 2.7% 90 Students
Foster Youth No Performance Color 18.2% suspended at least one day 11 Students	Homeless Green 2.1% suspended at least one day Declined 3.1% 94 Students	Socioeconomically Disadvantaged Green 1.4% suspended at least one day Declined 1.9% 780 Students

Students with Disabilities  Green 0.7% suspended at least one day Declined 5% 143 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 34 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green 1.5% suspended at least one day Declined 1.9% 801 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. All students are in the green level at 1.4%, with a decline of 1.8% suspension rate, indicating a positive school climate.
2. English Learners are in the green level at 2.5%, with a 2.5% decline, reflecting progress in reducing suspensions.
3. LTEL students are also in the green level at 2.2%, indicating consistent and positive suspension rate.
4. SED students are in the green level at 1.4%, with a 1.9% suspension rate decline.
5. Hispanic students are in the green level at 1.5%, with a 1.9% decline, demonstrating consistent improvement across the largest student group.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	223	200	203	211	194	195	211	194	195	94.6	97	96.1
All Grades	223	200	203	211	194	195	211	194	195	94.6	97	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2550.	2566.	2534.	12.80	15.98	10.26	26.07	27.32	21.54	34.12	33.51	29.74	27.01	23.20	38.46
All Grades	N/A	N/A	N/A	12.80	15.98	10.26	26.07	27.32	21.54	34.12	33.51	29.74	27.01	23.20	38.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.17	17.01	12.31	59.24	55.15	48.72	25.59	27.84	38.97
All Grades	15.17	17.01	12.31	59.24	55.15	48.72	25.59	27.84	38.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.66	17.53	17.44	55.98	59.79	46.15	25.36	22.68	36.41
All Grades	18.66	17.53	17.44	55.98	59.79	46.15	25.36	22.68	36.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.43	14.95	7.18	67.77	70.62	72.82	21.80	14.43	20.00
All Grades	10.43	14.95	7.18	67.77	70.62	72.82	21.80	14.43	20.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.37	14.95	9.74	68.72	68.04	63.08	19.91	17.01	27.18
All Grades	11.37	14.95	9.74	68.72	68.04	63.08	19.91	17.01	27.18

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards decreased, while the percentage of students not meeting standards increased to 38.46%, indicating a decline in overall performance
2. The percentage of students exceeding standards dropped from 15.98% in 2023–24 to 10.26% in 2024–25, showing a reduction in ELA/literacy levels.
3. Listening is the strongest domain, with students at or near standard increasing to 72.82% and those below standard remaining relatively low at 20%, indicating improvement in communication skills.
4. Reading and writing both show significant declines, with students at or near standard decreasing (Reading: 59.24% to 48.72%; Writing: 59.79% to 46.15%) and those below standard increasing (Reading: 38.97%; Writing: 36.41%), indicating a critical need to strengthen literacy skills.
5. Research and inquiry declined, with students at or near standard decreasing from 68.04% to 63.08% and those below standard increasing to 27.18%, showing a need to improve analytical and research skills.

School and Student Performance Data

CAASPP Results Mathematics

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	222	200	204	217	199	195	217	199	195	97.7	99.5	95.6
All Grades	222	200	204	217	199	195	217	199	195	97.7	99.5	95.6

* 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 11	2507.	2502.	2498.	3.23	3.02	2.56	8.76	10.05	9.74	24.42	19.10	20.51	63.59	67.84	67.18
All Grades	N/A	N/A	N/A	3.23	3.02	2.56	8.76	10.05	9.74	24.42	19.10	20.51	63.59	67.84	67.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.83	3.02	6.67	30.88	38.19	31.79	61.29	58.79	61.54
All Grades	7.83	3.02	6.67	30.88	38.19	31.79	61.29	58.79	61.54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.07	4.02	2.05	61.29	58.29	48.21	33.64	37.69	49.74
All Grades	5.07	4.02	2.05	61.29	58.29	48.21	33.64	37.69	49.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.15	4.02	3.59	60.37	57.79	51.28	35.48	38.19	45.13
All Grades	4.15	4.02	3.59	60.37	57.79	51.28	35.48	38.19	45.13

Conclusions based on this data:

1. Overall math achievement declined, with students not meeting standards remaining high at 67.18% and mean scale scores decreasing, indicating widespread gaps in math performance
2. Performance in concepts and procedures remains low, with 61.54% of students below standard in 2024–25. However, students above standard increased from 3.02% in 2023–24 to 6.67% in 2024–25, indicating a slight improvement.
3. Student performance in Problem Solving & Modeling/Data Analysis declined significantly, with those below standard increasing to 49.74% and fewer students at or near standard, highlighting challenges in applying math to real-world situations.
4. Student performance in Communicating reasoning also declined, with students below standard rising to 45.13% and decreases in students at or near standard, indicating a need to improve students' ability to explain and justify mathematical thinking

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1549.1	1515.7	1498.4	1539.6	1499.0	1480.0	1558.1	1531.9	1516.2	54	31	30
10	1563.1	1530.9	1519.7	1563.6	1513.7	1505.2	1562.3	1547.5	1533.8	31	48	37
11	1561.0	1530.9	1561.0	1545.5	1514.1	1565.3	1576.0	1547.2	1556.2	40	25	42
12	1562.7	1528.5	1541.8	1560.9	1526.7	1532.9	1564.0	1529.8	1550.1	29	23	27
All Grades										154	127	136

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	20.37	9.68	10.00	35.19	22.58	13.33	29.63	29.03	30.00	14.81	38.71	46.67	54	31	30
10	16.13	10.42	18.92	48.39	31.25	16.22	22.58	39.58	29.73	12.90	18.75	35.14	31	48	37
11	32.50	4.00	28.57	27.50	48.00	28.57	15.00	20.00	14.29	25.00	28.00	28.57	40	25	42
12	24.14	21.74	18.52	34.48	21.74	25.93	27.59	13.04	25.93	13.79	43.48	29.63	29	23	27
All Grades	23.38	11.02	19.85	35.71	30.71	21.32	24.03	28.35	24.26	16.88	29.92	34.56	154	127	136

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	27.78	19.35	16.67	42.59	22.58	16.67	16.67	22.58	20.00	12.96	35.48	46.67	54	31	30
10	38.71	20.83	21.62	32.26	31.25	21.62	19.35	29.17	21.62	9.68	18.75	35.14	31	48	37
11	32.50	32.00	47.62	40.00	32.00	21.43	2.50	8.00	7.14	25.00	28.00	23.81	40	25	42
12	34.48	39.13	33.33	37.93	13.04	22.22	13.79	4.35	11.11	13.79	43.48	33.33	29	23	27
All Grades	32.47	25.98	30.88	38.96	25.98	20.59	12.99	18.90	14.71	15.58	29.13	33.82	154	127	136

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	3.70	6.45	0.00	20.37	16.13	13.33	61.11	32.26	33.33	14.81	45.16	53.33	54	31	30
10	9.68	2.08	5.41	19.35	33.33	16.22	58.06	37.50	35.14	12.90	27.08	43.24	31	48	37
11	17.50	0.00	9.52	25.00	28.00	23.81	30.00	44.00	23.81	27.50	28.00	42.86	40	25	42
12	6.90	8.70	3.70	20.69	4.35	18.52	51.72	30.43	33.33	20.69	56.52	44.44	29	23	27
All Grades	9.09	3.94	5.15	21.43	22.83	18.38	50.65	36.22	30.88	18.83	37.01	45.59	154	127	136

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	12.96	6.45	6.67	72.22	58.06	36.67	14.81	35.48	56.67	54	31	30
10	22.58	2.08	8.11	67.74	77.08	51.35	9.68	20.83	40.54	31	48	37
11	7.50	0.00	11.90	67.50	64.00	57.14	25.00	36.00	30.95	40	25	42
12	13.79	0.00	11.11	65.52	56.52	44.44	20.69	43.48	44.44	29	23	27
All Grades	13.64	2.36	9.56	68.83	66.14	48.53	17.53	31.50	41.91	154	127	136

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	77.36	32.26	26.67	13.21	25.81	26.67	9.43	41.94	46.67	53	31	30
10	79.31	41.67	43.24	13.79	35.42	18.92	6.90	22.92	37.84	29	48	37
11	52.50	56.00	71.43	22.50	20.00	9.52	25.00	24.00	19.05	40	25	42
12	72.41	56.52	66.67	13.79	4.35	3.70	13.79	39.13	29.63	29	23	27
All Grades	70.20	44.88	52.94	15.89	24.41	14.71	13.91	30.71	32.35	151	127	136

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	14.81	12.90	3.33	55.56	32.26	33.33	29.63	54.84	63.33	54	31	30
10	16.13	6.25	8.11	54.84	52.08	40.54	29.03	41.67	51.35	31	48	37
11	17.50	8.00	7.14	42.50	52.00	47.62	40.00	40.00	45.24	40	25	42
12	6.90	8.70	11.11	48.28	21.74	40.74	44.83	69.57	48.15	29	23	27
All Grades	14.29	8.66	7.35	50.65	41.73	41.18	35.06	49.61	51.47	154	127	136

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	3.70	0.00	0.00	83.33	61.29	66.67	12.96	38.71	33.33	54	31	30
10	0.00	0.00	2.70	93.55	87.50	75.68	6.45	12.50	21.62	31	48	37
11	30.00	0.00	9.52	47.50	80.00	66.67	22.50	20.00	23.81	40	25	42
12	6.90	0.00	11.11	79.31	56.52	59.26	13.79	43.48	29.63	29	23	27
All Grades	10.39	0.00	5.88	75.32	74.02	67.65	14.29	25.98	26.47	154	127	136

Conclusions based on this data:

1. Overall language performance shows Level 1 increasing to 34.56%; however, 19.85% of students scored at Level 4 in 2024–25, alongside decreases in Levels 2 and 3.
2. Oral language performance shows some improvement at the highest level, with Level 4 increasing to 30.88% (over a 5.5% increase), while Levels 2 and 3 decreased and Level 1 rose to 33.82%.
3. Written language performance declined, with Level 1 increasing to 45.59% and Level 3 decreasing to 18.38%, while only 5.15% of students reached Level 4, indicating a need to improve writing proficiency.
4. Speaking maintained a higher percentage of students well developed (52.94%), while listening declined with an increase in students at the beginning level (41.91%), indicating stronger expressive skills than receptive skills.
5. There are high percentage of students at the beginning level (Reading: 51.47%; Writing: 26.47%) and low percentages of students well developed (Reading: 7.35%; Writing: 5.88%), highlighting a strong need to improve overall literacy skills.

School and Student Performance Data

Reclassification Rate

2023-24

2023-24 HLPUSD Reclassification Rate by School

(from Aeries 7/1/2023 - 6/30/2024)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
La Puente HS	27	127	17.53%
HLPUSD	513	2802	15.48%

2024-25

2024-25 HLPUSD Reclassification Rate by School

(from Aeries 7/1/2024 - 6/30/2025)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
La Puente HS	14	125	10.07%
HLPUSD	489	2488	16.43%

Conclusions based on this data:

1. LPHS decreased from 17.53% in 2023–24 to 10.07% in 2024–25, indicating a significant drop in students meeting reclassification criteria.
2. The number of newly reclassified students dropped from 27 to 14, despite a similar EL population (127 to 125), showing fewer students transitioning to proficiency.
3. In 2023–24, LPHS (17.53%) was above HLPUSD (15.48%), but in 2024–25, LPHS (10.07%) fell well below the district rate (16.43%).
4. There is a need to strengthen targeted instruction and monitoring to support English Learners in meeting reclassification criteria

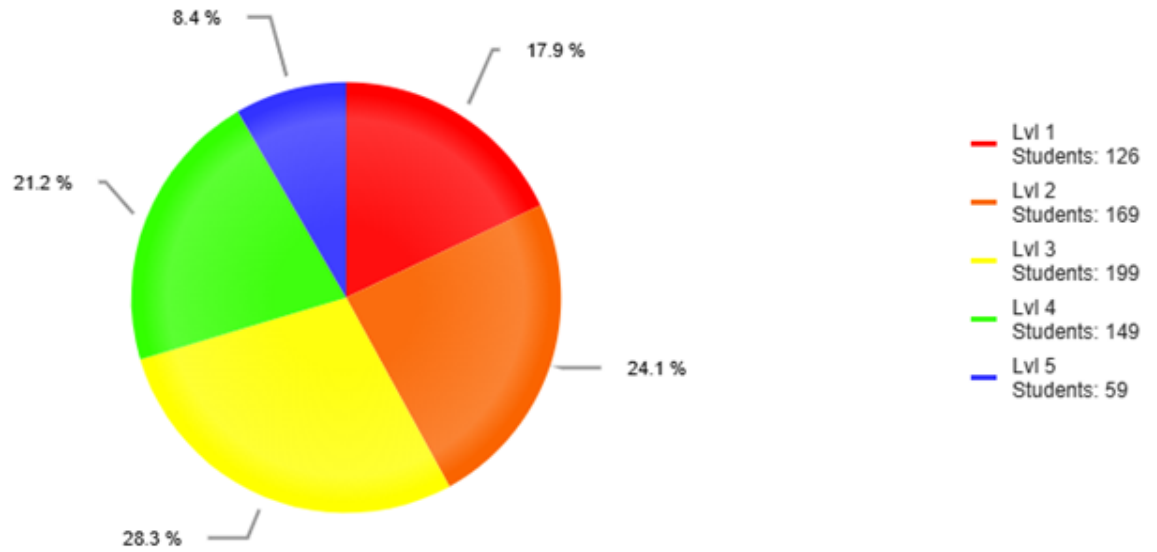
Kindergarten DIBELS Results for 2025-26

Conclusions based on this data:

- 1.

Grades 1-12 MAP Reading Results for 2025-26

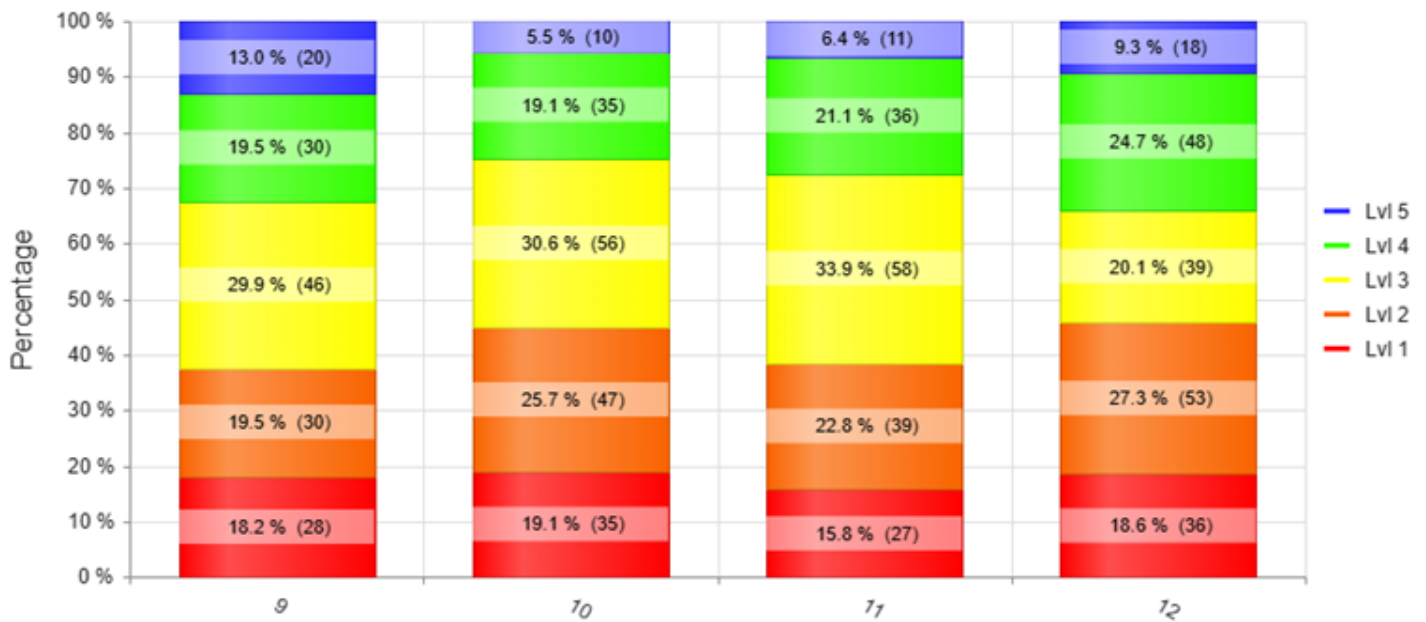
MAP Reading Fall 2025-26 - Total



Schools: La Puente High

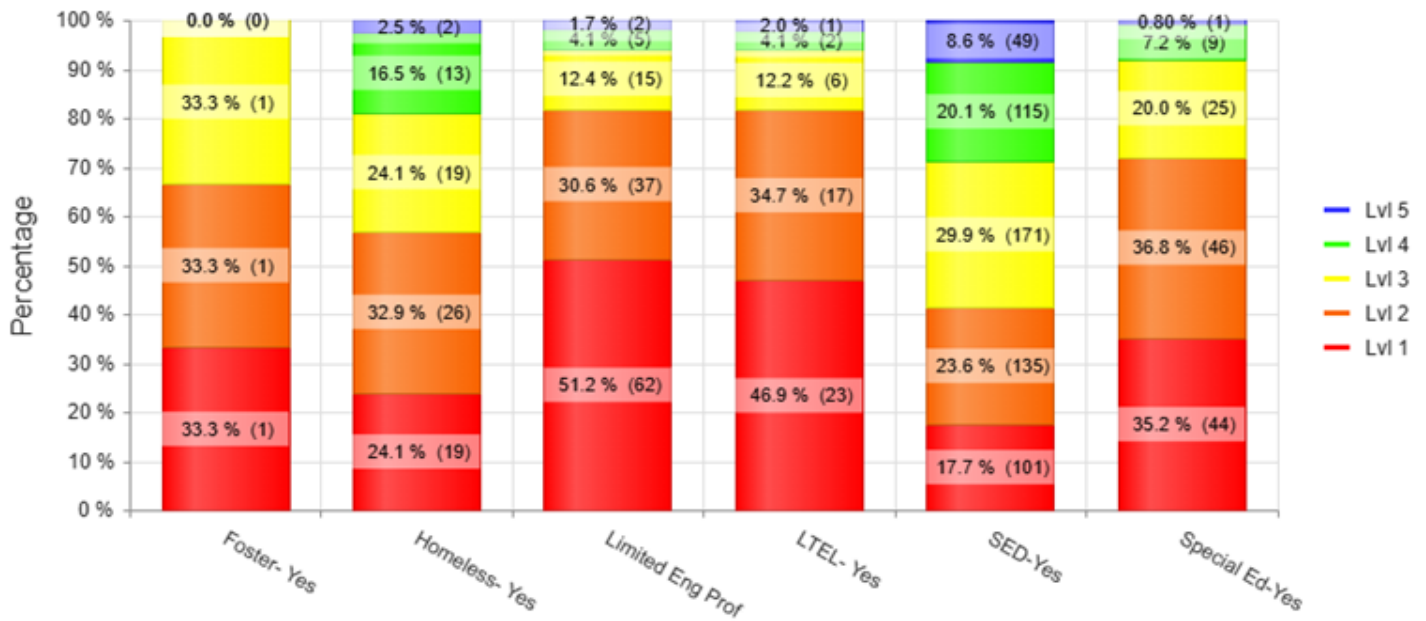
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

MAP Reading Fall 2025-26 - Grade Level



Schools: La Puente High

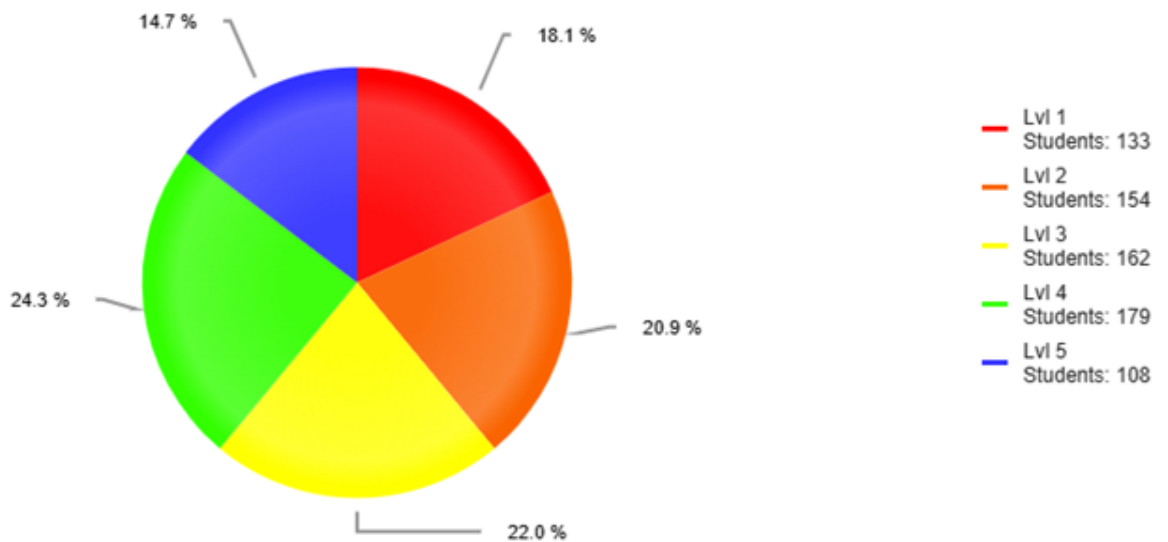
MAP Reading Fall 2025-26- Groups



Schools: La Puente High

Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

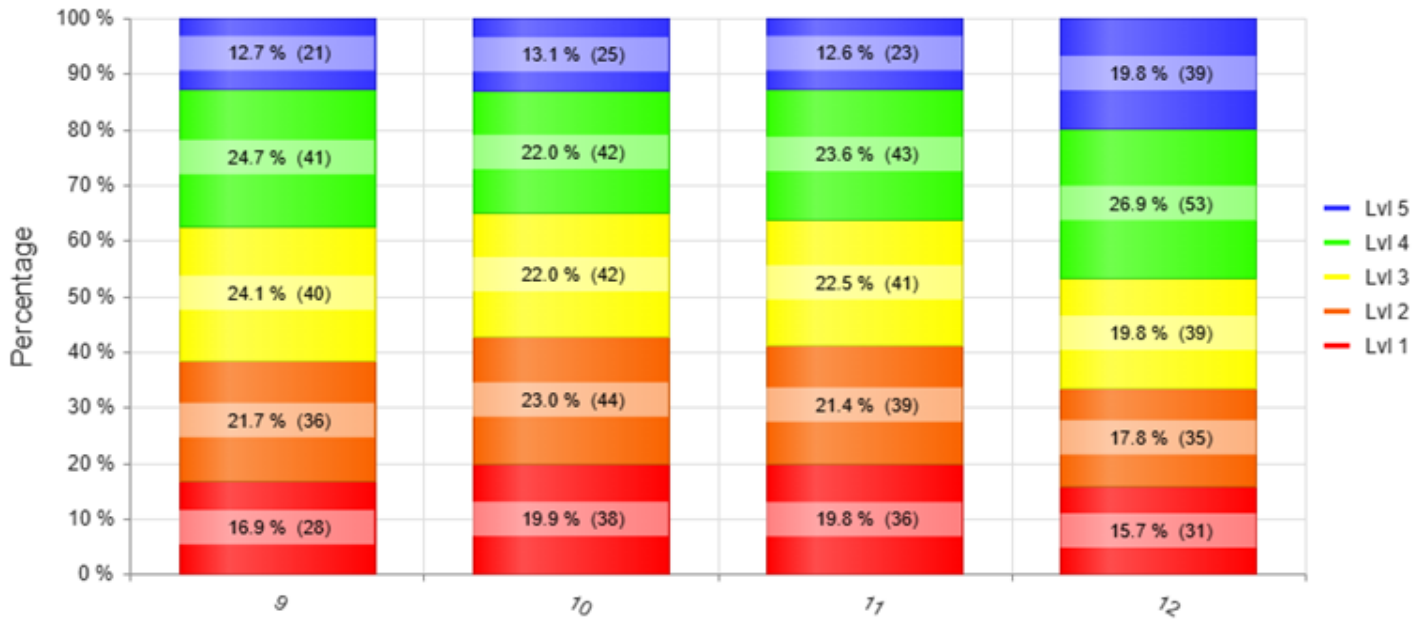
MAP Reading Winter 2025-26 - Total



Schools: La Puente High

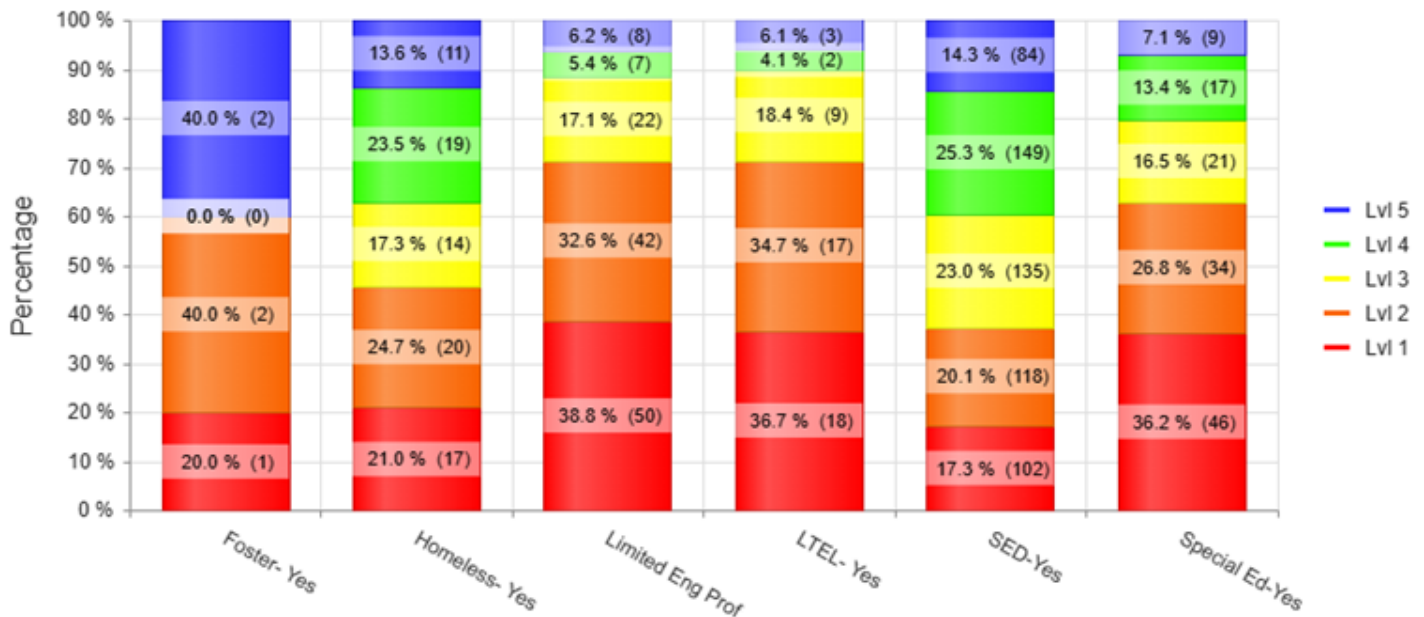
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

MAP Reading Winter 2025-26 - Grade Level



Schools: La Puente High

MAP Reading Winter 2025-26- Groups



Schools: La Puente High

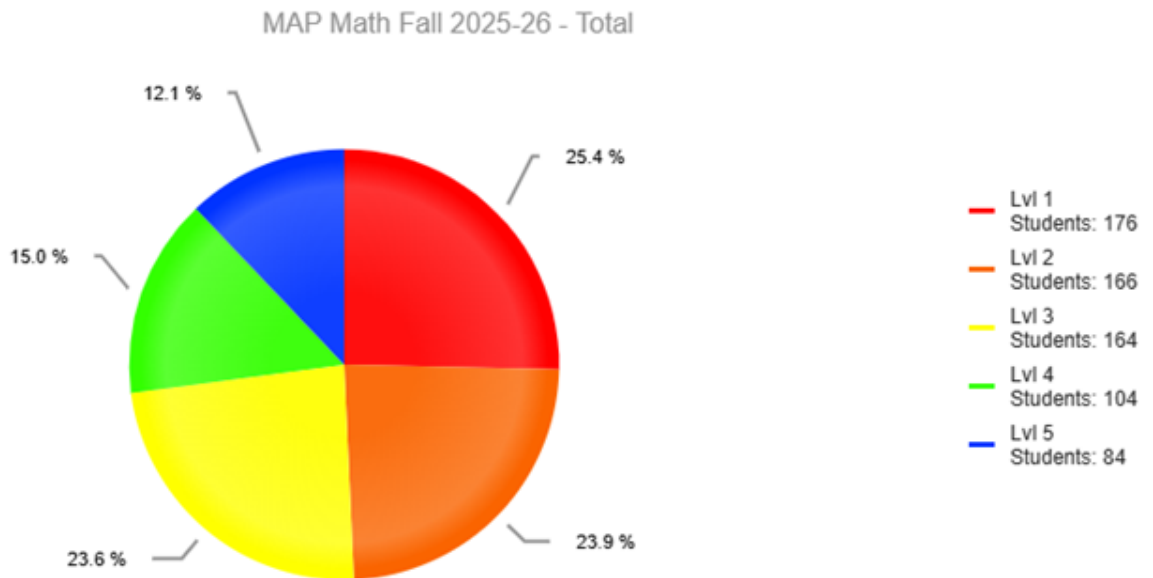
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Conclusions based on this data:

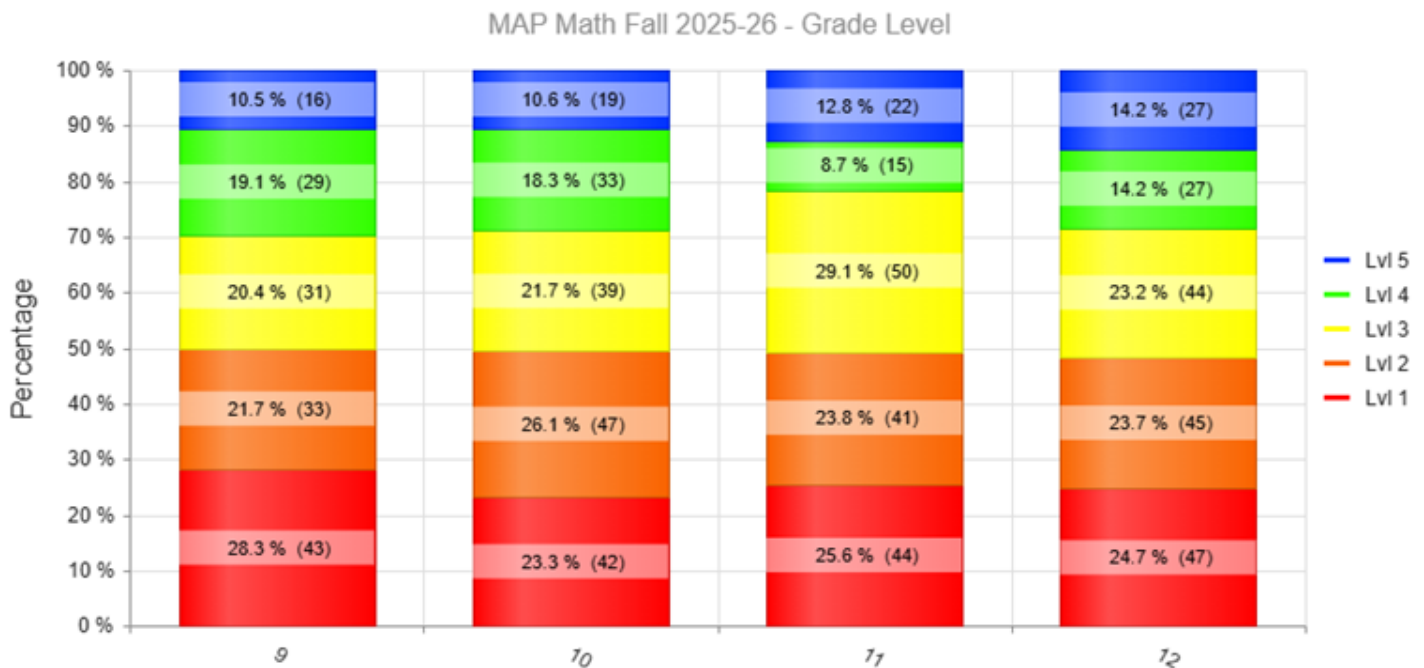
1. MAP Reading growth from Fall 2025 to Winter 2026, Level 4 increased from 21.2% to 24.3% and Level 5 from 8.4% to 14.7%, while Level 3 decreased, indicating movement of students into higher performance levels.
2. MAP Reading growth from Fall 2025 to Winter 2026, Level 2 decreased from 24.1% to 20.9%, while Level 1 remained relatively stable (17.9% to 18.1%), showing some progress in reducing mid-low performance.
3. MAP Reading growth from Fall 2025 to Winter 2026, Grade 12 showed notable gains in Levels 4 and 5, indicating strong improvement among upperclassmen, while Grade 9 showed the lowest growth, with more students remaining in Levels 1 and 2.

4. MAP Reading growth from Fall 2025 to Winter 2026, Socioeconomically Disadvantaged (SED) students increased in Levels 4 and 5 (e.g., Level 5 up to 14.3%), while Long-Term English Learners (LTEL) and English Learners still have higher percentages in Levels 1 and 2, indicating continued need for support.
5. Overall, MAP Reading results show positive growth from Fall 2025 to Winter 2026, with more students moving into higher performance levels, though continued support is needed for lower-performing grades and student groups.

K-12 MAP Math Results for 2025-26

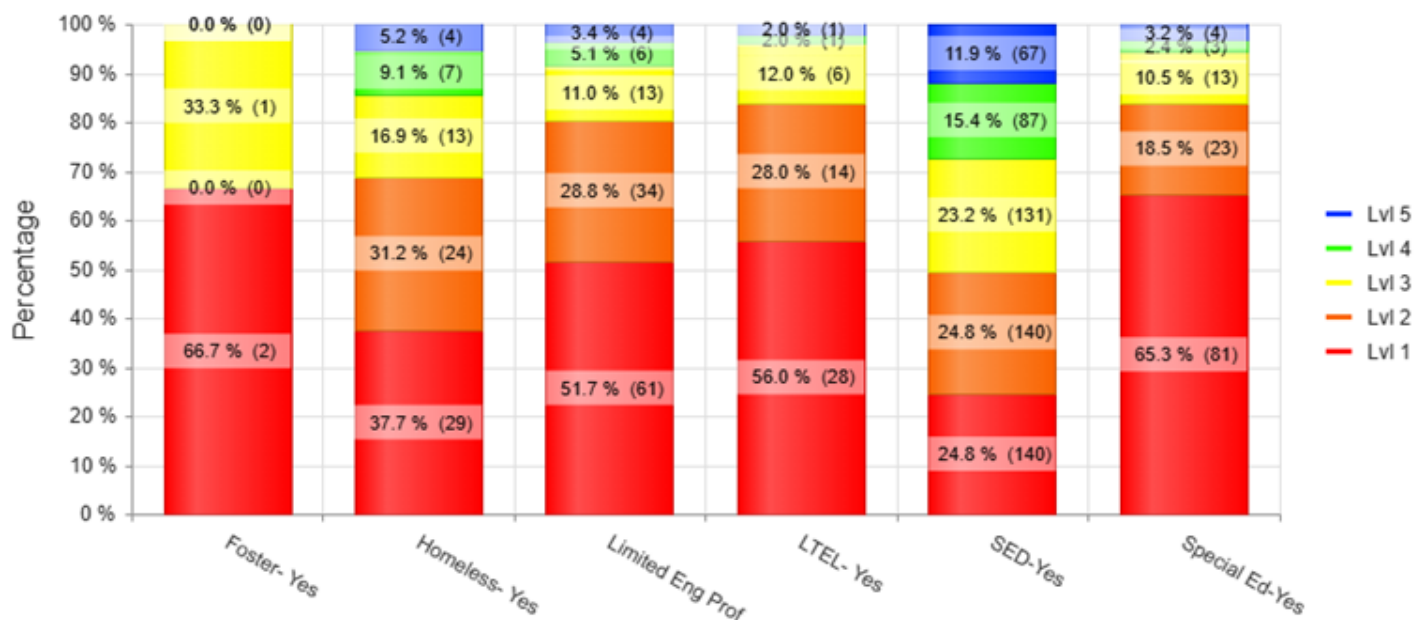


Schools: La Puente High
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: La Puente High

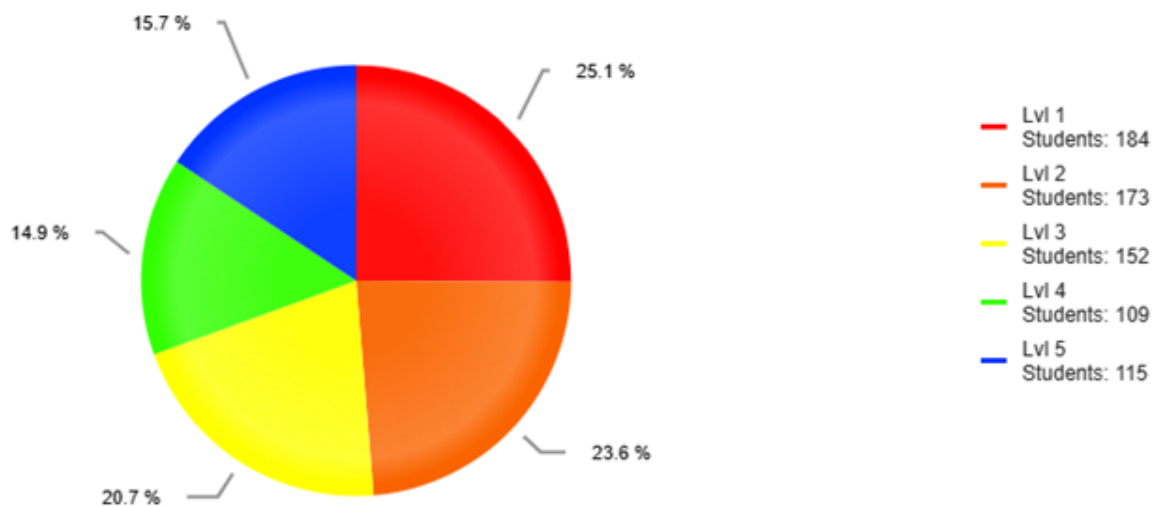
MAP Math Fall 2025-26- Groups



Schools: La Puente High

Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

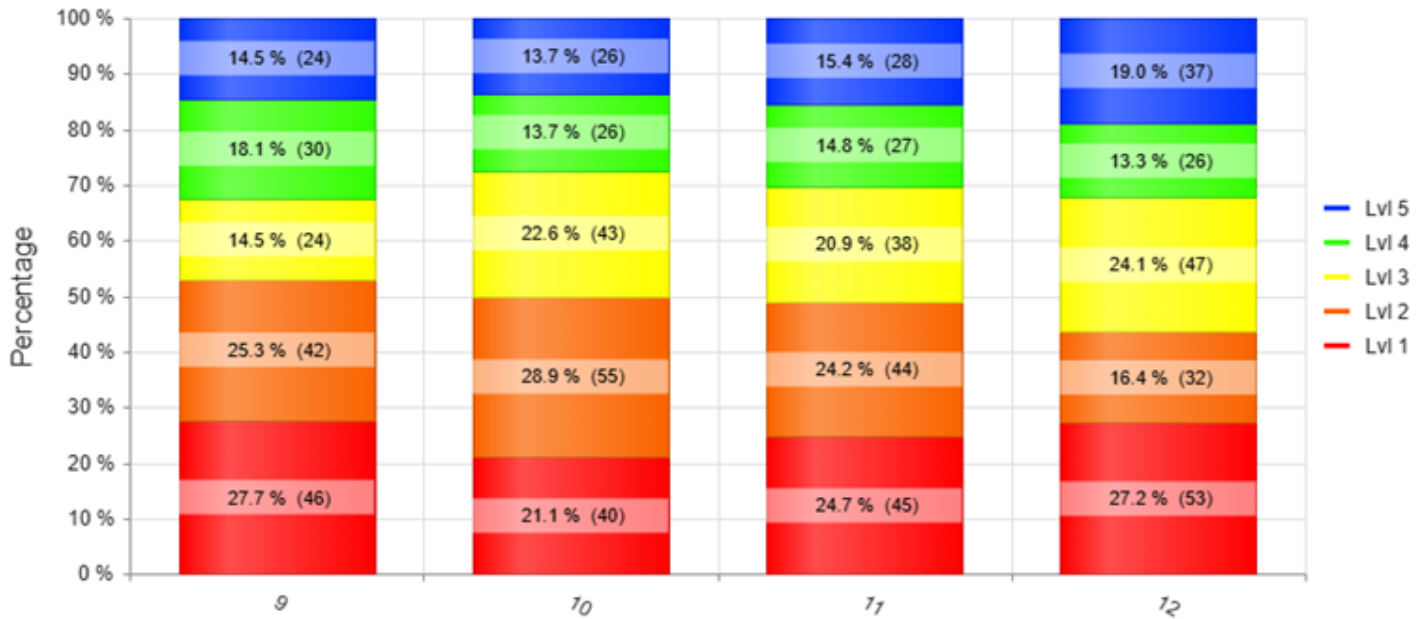
MAP Math Winter 2025-26 - Total



Schools: La Puente High

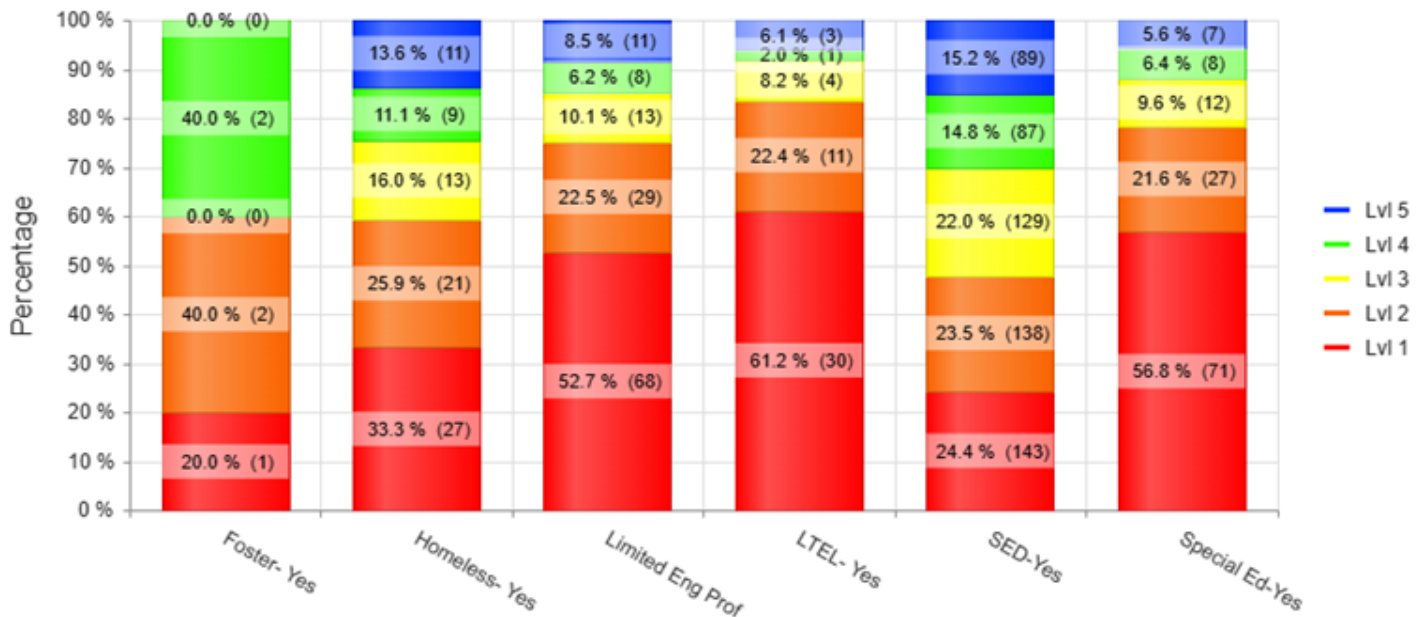
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

MAP Math Winter 2025-26 - Grade Level



Schools: La Puente High

MAP Math Winter 2025-26- Groups



Schools: La Puente High

Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Conclusions based on this data:

- Overall MAP Math growth performance from Fall 2025 to Winter 2026, Level 5 increased from 12.1% to 15.7%, and Level 4 slightly increased (15.0% to 14.9% relatively stable), indicating some movement into higher performance levels, while Level 3 decreased from 23.6% to 20.7%.
- MAP Math growth from Fall 2025 to Winter 2026, Level 1 increased slightly from 25.4% to 25.1% (relatively stable) and Level 2 from 23.9% to 23.6%, showing that a large portion of students remain in the lowest levels.
- MAP Math growth from Fall 2025 to Winter 2026, Grade 12 had the largest increase in students at Levels 4 and 5 (Level 5 up to 19.0%), while Grade 9 showed minimal improvement, with many students remaining in Levels 1 and 2.

4. MAP Math growth from Fall 2025 to Winter 2026, Socioeconomically Disadvantaged (SED) students showed growth at higher levels (Level 5 increased to 15.2%), while English Learners and LTEL students continue to have high percentages in Level 1 (e.g., LTEL at 61.2%), indicating gaps
5. More students are moving into Levels 4 and 5 overall; however, the continued concentration of students in Levels 1 and 2 highlights the need for targeted math intervention, especially for underperforming student groups

At-Risk LTEL/LTEL Monitoring Report

At-Risk LTEL Monitoring Report							
School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement	NWEA MAP Reading	Course Grades English/ELA
La Puente HS	10	4	No	1 - Minimally Developed	1 - Standard Not Met (3/26/2024)	16 (1/13/2026)	C- (2023/2024 - Semester 2)
La Puente HS	10	4	No	3 - Moderately Developed	1 - Standard Not Met (4/30/2024)	41 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	4	No	4 - Well Developed ELPAC	2 - Standard Nearly Met	1 (1/23/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	4	No	1 - Minimally Developed	1 - Standard Not Met (4/30/2024)	9 (1/13/2026)	C- (2023/2024 - Semester 2)
La Puente HS	11	4	No	2 - Somewhat Developed		14 (1/13/2026)	C+ (2025/2026 - Semester 1)
La Puente HS	11	4	No	2 - Somewhat Developed	1 - Standard Not Met (4/19/2023)	29 (1/13/2026)	C- (2025/2026 - Semester 1)
La Puente HS	12	5	No	2 - Somewhat Developed	1 - Standard Not Met (4/8/2025)	67 (1/13/2026)	D (2025/2026 - Semester 1)
La Puente HS	12	5	No	2 - Somewhat Developed	1 - Standard Not Met (4/19/2022)	20 (1/22/2026)	C+ (2025/2026 - Semester 1)
La Puente HS	12	4	No	1 - Minimally Developed	1 - Standard Not Met (4/15/2025)	3 (1/13/2026)	D- (2025/2026 - Semester 1)

LTEL Monitoring Report							
School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 04/16/2025	1 - Standard Not Met (4/29/2025)	21 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	>5	No	4 - Well Developed ELPAC Summative 04/28/2025	1 - Standard Not Met (4/22/2025)	26 (1/13/2026)	D (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 02/19/2025	1 - Standard Not Met (4/22/2025)	38 (1/13/2026)	C (2025/2026 - Semester 1)
La Puente HS	9	>5	Yes	1 - Minimally Developed ELPAC Summative 04/16/2025	1 - Standard Not Met (4/23/2025)	5 (1/13/2026)	D (2025/2026 - Six Week Cycle 1)
La Puente HS	9	>5	Yes	2 - Somewhat Developed ELPAC Summative 04/16/2025	1 - Standard Not Met (4/22/2025)	12 (1/13/2026)	B- (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 02/27/2025	1 - Standard Not Met (4/22/2025)	21 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	>5	Yes	2 - Somewhat Developed ELPAC Summative 05/19/2025	1 - Standard Not Met (4/22/2025)	53 (1/13/2026)	D (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 04/17/2025	1 - Standard Not Met (4/22/2025)	3 (1/13/2026)	B- (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 02/24/2025	1 - Standard Not Met (4/22/2025)	24 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	>5	Yes	2 - Somewhat Developed ELPAC Summative 05/06/2025	1 - Standard Not Met (4/22/2025)	13 (1/13/2026)	F (2025/2026 - Semester 1)

LTEL Monitoring Report							
School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
La Puente HS	9	>5	Yes	2 - Somewhat Developed ELPAC Summative 05/23/2025	1 - Standard Not Met (4/22/2025)	66 (1/13/2026)	D (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 02/19/2025	1 - Standard Not Met (4/22/2025)	42 (1/13/2026)	D (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 02/24/2025	1 - Standard Not Met (4/22/2025)	38 (1/13/2026)	B- (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 03/04/2025	2 - Standard Nearly Met (3/7/2025)	16 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 04/28/2025	1 - Standard Not Met (4/22/2025)	83 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	>5	No	3 - Moderately Developed ELPAC Summative 02/24/2025	1 - Standard Not Met (4/22/2025)	22 (1/13/2026)	B- (2025/2026 - Semester 1)
La Puente HS	10	>5	No	2 - Somewhat Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/30/2024)	5 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	>5	No	1 - Minimally Developed ELPAC Summative 03/05/2025		1 (1/13/2026)	NM (2023/2024 - Semester 2)
La Puente HS	10	>5	No	3 - Moderately Developed ELPAC Summative 05/05/2025		22 (1/23/2026)	
La Puente HS	10	>5	Yes	3 - Moderately Developed ELPAC Summative 03/05/2025	2 - Standard Nearly Met (4/30/2024)	16 (1/13/2026)	F (2025/2026 - Semester 1)

LTEL Monitoring Report							
School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
La Puente HS	10	>5	No	2 - Somewhat Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/11/2024)	6 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (5/11/2024)	25 (1/13/2026)	C (2025/2026 - Semester 1)
La Puente HS	10	>5	No	1 - Minimally Developed ELPAC Summative 05/08/2025		29 (1/13/2026)	
La Puente HS	10	>5	No	2 - Somewhat Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/30/2024)	27 (1/13/2026)	D- (2025/2026 - Semester 1)
La Puente HS	10	>5	No	2 - Somewhat Developed ELPAC Summative 03/11/2025	1 - Standard Not Met (4/30/2024)	4 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	>5	Yes	2 - Somewhat Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/30/2024)	27 (1/15/2026)	F (2025/2026 - Six Week Cycle 2)
La Puente HS	11	>5	Yes	2 - Somewhat Developed ELPAC Summative 03/18/2025	1 - Standard Not Met (4/19/2023)	18 (1/13/2026)	D (2022/2023 - Semester 2)
La Puente HS	11	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/20/2022)	4 (1/13/2026)	D- (2025/2026 - Semester 1)
La Puente HS	11	>5	Yes	2 - Somewhat Developed ELPAC Summative 03/05/2025	2 - Standard Nearly Met (4/19/2023)	19 (1/13/2026)	A (2022/2023 - Semester 1)
La Puente HS	11	>5	No	1 - Minimally Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/20/2022)	41 (1/13/2026)	B+ (2025/2026 - Semester 1)

**LTEL
Monitoring
Report**

School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
La Puente HS	11	>5	No	3 - Moderately Developed ELPAC Summative 03/21/2025		35 (1/13/2026)	D+ (2025/2026 - Semester 1)
La Puente HS	11	>5	Yes	1 - Minimally Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/19/2023)	3 (1/13/2026)	C (2022/2023 - Semester 1)
La Puente HS	11	>5	No	4 - Well Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/19/2023)	57 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	11	>5	Yes	1 - Minimally Developed ELPAC Summative 04/03/2025	1 - Standard Not Met (4/25/2023)	39 (1/13/2026)	C- (2022/2023 - Semester 2)
La Puente HS	11	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/19/2023)	11 (1/13/2026)	C- (2025/2026 - Semester 1)
La Puente HS	11	>5	Yes	2 - Somewhat Developed ELPAC Summative 03/14/2025	1 - Standard Not Met (4/20/2022)	3 (8/12/2025)	A (2022/2023 - Semester 1)
La Puente HS	11	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/19/2023)	39 (1/13/2026)	B- (2025/2026 - Semester 1)
La Puente HS	11	>5	Yes	2 - Somewhat Developed ELPAC Summative 03/05/2025	2 - Standard Nearly Met (4/21/2023)	33 (1/13/2026)	D- (2025/2026 - Six Week Cycle 1)
La Puente HS	11	>5	No	3 - Moderately Developed ELPAC Summative 04/22/2025	1 - Standard Not Met (4/26/2023)	10 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	11	>5	No	4 - Well Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/20/2022)	6 (1/13/2026)	A (2025/2026 - Semester 1)

LTEL Monitoring Report							
School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
La Puente HS	11	>5	Yes	1 - Minimally Developed ELPAC Summative 02/13/2025	1 - Standard Not Met (4/20/2022)	24 (1/30/2026)	A (2022/2023 - Semester 1)
La Puente HS	11	>5	No	1 - Minimally Developed ELPAC Summative 03/05/2025		67 (1/13/2026)	C (2025/2026 - Semester 1)
La Puente HS	11	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/19/2023)	28 (1/21/2026)	A (2025/2026 - Semester 1)
La Puente HS	12	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/15/2025)	36 (1/13/2026)	B- (2025/2026 - Semester 1)
La Puente HS	12	>5	No	2 - Somewhat Developed ELPAC Summative 05/09/2025	1 - Standard Not Met (4/15/2025)	27 (1/13/2026)	C- (2025/2026 - Semester 1)
La Puente HS	12	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/15/2025)	83 (1/13/2026)	D (2025/2026 - Semester 1)
La Puente HS	12	>5	Yes	1 - Minimally Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/23/2025)	3 (8/12/2025)	
La Puente HS	12	>5	No	3 - Moderately Developed ELPAC Summative 03/03/2025	1 - Standard Not Met (3/7/2025)	25 (1/13/2026)	B+ (2025/2026 - Semester 1)
La Puente HS	12	>5	Yes	4 - Well Developed ELPAC Summative 03/11/2025	1 - Standard Not Met (4/15/2025)	10 (1/13/2026)	D (2025/2026 - Semester 1)
La Puente HS	12	>5	No	2 - Somewhat Developed ELPAC Summative 04/17/2025	1 - Standard Not Met (3/26/2025)	17 (1/13/2026)	C- (2025/2026 - Semester 1)

LTEL Monitoring Report							
School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
La Puente HS	12	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/15/2025)	36 (1/13/2026)	B (2025/2026 - Semester 1)
La Puente HS	12	>5	Yes	2 - Somewhat Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/15/2025)	25 (1/13/2026)	F (2023/2024 - Semester 1)
La Puente HS	12	>5	No	2 - Somewhat Developed ELPAC Summative 04/17/2025	1 - Standard Not Met (3/26/2025)	27 (1/13/2026)	D- (2025/2026 - Semester 1)
La Puente HS	12	>5	No	3 - Moderately Developed ELPAC Summative 03/21/2025	1 - Standard Not Met (4/15/2025)	3 (1/13/2026)	D+ (2025/2026 - Semester 1)
La Puente HS	12	>5	No	2 - Somewhat Developed ELPAC Summative 02/04/2025	1 - Standard Not Met (4/8/2025)	10 (1/13/2026)	C (2025/2026 - Semester 1)
La Puente HS	12	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/15/2025)	16 (1/13/2026)	D+ (2025/2026 - Semester 1)
La Puente HS	12	>5	No	3 - Moderately Developed ELPAC Summative 03/18/2025	1 - Standard Not Met (4/21/2025)	5 (1/23/2026)	B- (2025/2026 - Semester 1)
La Puente HS	12	>5	No	2 - Somewhat Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/15/2025)	30 (1/13/2026)	C (2025/2026 - Semester 1)
La Puente HS	12	>5	No	2 - Somewhat Developed ELPAC Summative 03/11/2025	1 - Standard Not Met (4/15/2025)	19 (1/13/2026)	B (2025/2026 - Semester 1)
La Puente HS	12	>5	No	3 - Moderately Developed ELPAC Summative 03/05/2025	1 - Standard Not Met (4/15/2025)	59 (1/13/2026)	D (2025/2026 - Semester 1)

Please provide data conclusions for “all EL students” AND dually identified (SWD and LTEL) .

Conclusions based on this data:

1. Students at risk of becoming LTEL demonstrate low English language proficiency (primarily Levels 1–2 on ELPAC), are not meeting standards on SBAC ELA, and have low MAP reading scores, indicating limited progress in both language development and academic literacy, and a need for targeted, accelerated support.
2. Most Grade 9 LTEL students are at ELPAC Levels 1–3, below MAP 41 percentile, and not meeting SBAC standards; both general education and IEP students show similar trends, indicating most are not meeting reclassification criteria.
3. Grade 10 LTEL students are not meeting reclassification criteria, as they are primarily at ELPAC Levels 1–2, not meeting SBAC ELA standards, have MAP reading percentiles well below 41, and are earning grades below C in English. Grade 10 has the lowest number of LTEL students (10 students)

4. Grade 11 LTEL students continue to not meet reclassification criteria, as the majority remain at ELPAC Levels 1–3, do not meet SBAC ELA standards, have MAP reading percentiles often below 41, and show inconsistent English grades.
5. Grade 12 LTELs remain at ELPAC Levels 2–3, are not meeting SBAC ELA standards, and have MAP reading percentiles often below 41, despite some students earning passing grades in English.

RFEP Monitoring Report

**RFEP
Monitoring
Report**

School	Grade Level	RFEP Status	IEP	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
La Puente HS	9	Monitored Year 4	No	3 - Standard Met (4/22/2025)	40 (1/20/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 4	Yes	1 - Standard Not Met (4/22/2025)	5 (1/13/2026)	C- (2022/2023 - Semester 2)
La Puente HS	9	Monitored Year 3	Yes	1 - Standard Not Met (4/22/2025)	14 (1/13/2026)	C- (2022/2023 - Semester 2)
La Puente HS	9	Monitored Year 4	No	1 - Standard Not Met (4/30/2025)	53 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 3	No	1 - Standard Not Met (4/22/2025)	31 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 3	No	1 - Standard Not Met (4/22/2025)	31 (1/13/2026)	C- (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 3	Yes	1 - Standard Not Met (4/22/2025)	2 (1/13/2026)	D- (2022/2023 - Semester 2)
La Puente HS	9	Monitored Year 3	Yes	1 - Standard Not Met (4/22/2025)	18 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 3	No	1 - Standard Not Met (4/22/2025)	19 (1/13/2026)	C- (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 4	Yes	1 - Standard Not Met (4/22/2025)	35 (1/13/2026)	C (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 2	Yes	1 - Standard Not Met (4/22/2025)	31 (1/13/2026)	C- (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 4	No	1 - Standard Not Met (4/22/2025)	40 (1/13/2026)	D- (2025/2026 - Semester 1)
La Puente HS	9	Monitored Year 3	Yes	1 - Standard Not Met (4/23/2025)	26 (1/13/2026)	D+ (2025/2026 - Semester 1)
La Puente HS	10	Monitored Year 3	No	1 - Standard Not Met (4/30/2024)	52 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	Monitored Year 3	No	3 - Standard Met (5/13/2024)	31 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	Monitored Year 4	Yes	1 - Standard Not Met (4/11/2024)	7 (1/13/2026)	D- (2025/2026 - Semester 1)
La Puente HS	10	Monitored Year 4	Yes	2 - Standard Nearly Met	14 (8/12/2025)	D- (2025/2026 - Semester 1)
La Puente HS	10	Monitored Year 1	No	1 - Standard Not Met (4/30/2024)	31 (1/13/2026)	D+ (2025/2026 - Semester 1)
La Puente HS	10	Monitored Year 4	Yes	2 - Standard Nearly Met	33 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	Monitored Year 3	No	1 - Standard Not Met (3/26/2019)	54 (1/21/2026)	F (2025/2026 - Semester 1)
La Puente HS	10	Monitored Year 3	Yes	1 - Standard Not Met (4/30/2024)	12 (1/13/2026)	F (2024/2025 - Semester 1)

**RFEP
Monitoring
Report**

School	Grade Level	RFEP Status	IEP	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
La Puente HS	10	Monitored Year 2	No	1 - Standard Not Met (4/30/2024)	35 (1/13/2026)	C (2025/2026 - Semester 1)
La Puente HS	11	Monitored Year 3	Yes	1 - Standard Not Met (4/19/2023)	19 (1/13/2026)	F (2023/2024 - Six Week Cycle 1)
La Puente HS	11	Monitored Year 4	Yes	1 - Standard Not Met (4/11/2023)	39 (1/13/2026)	D+ (2025/2026 - Semester 1)
La Puente HS	11	Monitored Year 2	No	1 - Standard Not Met (4/19/2023)	9 (1/13/2026)	B+ (2025/2026 - Semester 1)
La Puente HS	11	Monitored Year 4	No	1 - Standard Not Met (4/12/2023)	19 (1/13/2026)	F (2025/2026 - Semester 1)
La Puente HS	11	Monitored Year 3	Yes	1 - Standard Not Met (4/19/2023)	33 (1/13/2026)	D- (2025/2026 - Semester 1)
La Puente HS	12	Monitored Year 4	Yes	1 - Standard Not Met (4/7/2025)	38 (1/13/2026)	D- (2025/2026 - Semester 1)
La Puente HS	12	Monitored Year 2	No	1 - Standard Not Met (4/15/2025)	30 (1/13/2026)	B (2025/2026 - Semester 1)
La Puente HS	12	Monitored Year 4	Yes	1 - Standard Not Met (4/15/2025)	27 (1/13/2026)	A+ (2022/2023 - Year)
La Puente HS	12	Monitored Year 3	No	1 - Standard Not Met (4/15/2025)	46 (1/13/2026)	D- (2025/2026 - Semester 1)
La Puente HS	12	Monitored Year 4	Yes	1 - Standard Not Met (4/15/2025)	28 (1/13/2026)	D (2025/2026 - Semester 1)
La Puente HS	12	Monitored Year 4	Yes	1 - Standard Not Met (4/15/2025)	22 (1/13/2026)	A+ (2022/2023 - Year)

Conclusions based on this data:

1. A significant number of reclassified students are scoring at SBAC Level 1, below the 41st percentile on MAP Reading, and earning D grades in English, indicating gaps in sustained proficiency.
2. Many RFEP students are not maintaining grade-level performance and are earning a D grade in English class, suggesting a need for continued monitoring and support after reclassification.
3. Grade 9 has the highest number of RFEP students not making progress. With 13 students, representing the largest group struggling to maintain proficiency after reclassification.
4. Grade 12 has the lowest number of RFEP students not making progress. Grade 12 has only 6 students, indicating fewer reclassified students struggling at the upper grade level.

Resource Inequities (Required - CSI, TSI, ATSI)

All Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools must conduct a review of Resource Inequities with the school's educational partners as part of the required Comprehensive Needs Assessment. LEA and school-level budgeting may be considered in the review. Resource Inequities shall be addressed through implementation of the SPSA. Schools may use Resource Inequities Suggested Reflection Questions as a resource. Note that responses to questions 1 through 3 must be actionable at the school site.

Identify and describe any resource inequities identified as a result of the required needs assessment using the following prompts.

1. What actionable inequities were identified by the school?

2. Which inequities are priorities for the school to address?

3. Summarize how the identified resource inequities are addressed in the SPSA.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

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.

Please refer to Instructions for additional guidance.

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LPHS administers multiple surveys each year to gather feedback from educational partners and guide decision-making. These include Leadership Team and Staff Surveys, Parent Surveys through LCAP, ELAC, and Coffee with the Principal, student surveys led by ASB, and the California Healthy Kids Survey (CHKS). According to the 2025 California School Dashboard, LPHS's graduation rate increased to 97.1%, including for Socioeconomically Disadvantaged students. The suspension rate declined, with 1.4% of students suspended at least one day (a 1.8% decrease). English Learners also showed improvement (2.5% suspended, a 1% decline), with Long-Term English Learners showing the largest decrease (2.7%). Dashboard data and LCAP survey feedback indicate that LPHS continues to prepare students for college and career, with 42.5% of students meeting readiness indicators (a 3.7% increase). To build on this progress, the school will expand early access to college and career information starting in 9th grade, increase awareness of Dual Enrollment opportunities, and strengthen CTE pathways such as Public Safety and Automotive Engineering. Improving communication among the school, students, and families remains a priority. Staff and parent feedback also emphasize increasing student engagement and ownership of learning. This includes ensuring students can clearly articulate what they are learning, why it matters, and how they know they have learned it, while continuing to implement WICOR strategies (focused Note-taking and annotating text) and enhance instruction with updated technology aligned to academic, behavioral, and social-emotional supports. To strengthen parent engagement, LPHS will continue hosting Coffee with the Principal, maintain an updated website, and send weekly ParentSquare messages. Additionally, the school will continue to disaggregate data for English Learners, Long-Term English Learners, and Students with Disabilities to better target supports and improve outcomes.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators and district personnel conduct walkthroughs throughout the year, identifying a need to increase structured collaborative group work to deepen learning and promote student ownership. Students should be able to clearly articulate what they are learning, why it matters, and how they know they have learned it. There is also a need to strengthen academic discourse and rigor through evidence-based strategies such as close reading and text annotation to support both integrated and designated ELD. To meet the needs of all students including SED, English Learners, Long-Term English Learners, and Students with Disabilities, lessons will intentionally include differentiated,

evidence-based practices, including focused note-taking, writing, inquiry, reading, and structured collaboration supported with sentence stems/frames.

Analysis of Current Instructional Program

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.

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 SWP, ATSI, TSI and/or CSI.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement,

specifically related to identified student groups

La Puente High School teachers review updated 2026 CAASPP ELA and Math data, ELPAC results, Reclassification rates, and NWEA MAP (Fall 2025 and Winter 2026) multiple times throughout the year beginning in July and August with preliminary results, followed by October (official results), January (state dashboard release), and March to refine LCAP priorities with educational partners.

Analysis of 2026 CAASPP results shows continued low performance in both content areas. In ELA, 38.46% of students met/exceeded standards, with declines across reading and writing, while in Math, 12.3% of students are meeting/exceeding standards, indicating significant gaps in foundational skills and problem-solving. English Learners, Latino students, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD) continue to perform in the red performance level, highlighting the need for focused support.

MAP Reading data from Fall 2025 to Winter 2026 shows growth, with Level 4 increasing from 21.2% to 24.3% and Level 5 from 8.4% to 14.7%; however, over 39% of students remain below standard, indicating continued literacy gaps. Similarly, MAP Math data shows modest improvement, with Level 5 increasing from 12.1% to 15.7%, yet over 45% of students remain in Levels 1 and 2, demonstrating persistent challenges in math achievement. English Learners and LTELs continue to have the highest percentages in the lowest performance levels.

English Learner Progress (ELPAC) indicates 50% of students making progress (green performance level), and 61.8% of LTELs making progress (blue level). However, overall ELPAC language data shows 34.56% of students at Level 1, indicating many students are still at early stages of language development. Reclassification rates declined from 17.53% to 10.07%, falling below the district rate of 16.43%, signaling a need to strengthen reclassification supports.

According to the 2026 California School Dashboard, 42.5% of students are prepared for college and career (green), reflecting a 3.7% increase, while the graduation rate remains high at 97.1% (blue) across student groups, including SED and Hispanic students. Additionally, suspension rates improved, with 1.4% of students suspended at least one day (green), reflecting a 1.8% decline overall. English Learners decreased to 2.5% (1% decline), and Long-Term English Learners showed the largest improvement with a 2.7% decline, indicating a positive school climate.

Despite areas of growth, there remains a need to strengthen the systematic use of data in PLCs, staff meetings, and professional development to guide instruction. Teachers will continue to use CAASPP, MAP, and ELPAC data to identify students for Tier 2 and Tier 3 interventions, refine instructional practices, and provide targeted support to English Learners, LTELs, SED students, and SWDs to improve outcomes in ELA and Math.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

LPHS teachers meet three times monthly in PLCs and regularly as departments to review student progress. There is a continued need to strengthen the PLC process, including how to access and analyze MAP data and common assessment results to monitor learning, adjust instruction, and differentiate support. English Learner and Students with Disabilities data are reviewed alongside whole-school data to ensure instructional planning is responsive and differentiated to meet the needs of all students. Additionally, there is a need for all departments to identify essential skills and develop common assessments aligned to their instructional programs to consistently monitor student learning throughout the year.

Professional Development, Teaching and Learning

Alignment of professional development to content standards and ELD standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Include specific professional development needs related to English learners (including LTEL and Dually Identified).

La Puente High School requires ongoing professional development to increase student achievement in ELA and Math, particularly for English Learners, Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. To support this goal, staff have access to continuous learning opportunities through conferences and workshops. LPHS has identified key areas for growth, including strengthening the PLC process, implementing Student Ownership through collegial lesson observations, and expanding the use of Kagan strategies and focused note-taking. Additional training is needed in MAP data analysis by student group, the use of Mastery Connect to develop common assessments, and effective methods for accessing and analyzing student data. Establishing consistent PLC systems will support teachers in identifying students who are and are not meeting essential skills and in planning targeted supports.

Professional development will take place during Late Start Mondays and designated Professional Growth Days for ELA and Math. To strengthen Tier 1 and Tier 2 instruction, staff will receive training in culturally responsive, evidence-based practices, including cooperative learning (Kagan), WICOR strategies (with an emphasis on close reading, annotation, and focused note-taking), to better support SED students, English Learners, LTELs, and SWDs. Teachers will also receive Aeries student group data at the beginning of the year and use grade-level meetings to monitor EL and LTEL progress and identify scaffolding strategies for Integrated ELD. Student & Family Services will support staff in analyzing CHKS and Universal Screening data to continue developing the LPHS MTSS framework, focusing on Tier 1 and Tier 2 instructional and schoolwide practices.

In August, the Leadership Team reviews CAASPP, ELPAC, AP, and MAP data to guide department-level professional development planning. The district provides ongoing training opportunities, including AVID conferences (with schoolwide WICOR implementation), content-specific trainings (e.g., CMC Math, literacy conferences), and AP Summer Institutes. Counselors participate in UC/CSU, Aeries, and career pathway trainings, while administrators attend sessions focused on MTSS, Universal Screening, and PBIS.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Based on the professional development needs identified, LPHS will schedule at least one dedicated professional development day for AVID, Science, and Social Science, with support from district TOSAs in Multilingual, Data, Technology, and ELA to strengthen Integrated ELD instruction throughout the school year. The goal is to increase the number of students meeting or exceeding ELA and Math standards, particularly among English Learners, Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. LPHS English, Science, and Math departments have identified a need for expanded training in Mastery Connect to develop and implement common assessments for the 2026–2027 school year. Student and Family Services TOSAs will also facilitate ongoing schoolwide training during Monday Late Start meetings to support efforts to reduce suspensions and chronic absenteeism. Funds are allocated annually to provide content-specific professional development that builds staff capacity to support SED students, English Learners, and SWDs in meeting academic standards. Additionally, the District Instructional Division offers optional after-school professional development opportunities.

Teacher collaboration by grade level (K–8) and department (grades 9-12)

Teachers meet monthly in department meetings and twice monthly in PLCs to collaborate within their content areas. Additional collaboration time is built into monthly staff meetings. Through site-based teams (e.g., AVID ,AP, Site Team, Safety Committee), teachers analyze data, including English Learners and Students with Disabilities, and plan instruction to support all students. This structure provides a strong foundation for continued improvement. There is a need to expand cross-curricular and grade-level collaboration to share best practices and coordinate student interventions across departments. LPHS staff would like to increase opportunities for grade-level and cohort-based collaboration (e.g., AP, AVID, and grade-level teams) during the 2026–2027 school year..

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

ELA and Math teachers, along with counselors, will collaborate with feeder middle school staff twice a year, once in the fall and once in the spring. There is a continued need to strengthen ongoing vertical articulation between Grade 9 ELA and Math teachers and feeder school teachers throughout the year.

At the start of the year, PLCs review English Learner and Students with Disabilities data from feeder schools to inform instruction. The Special Education Department Chair and Assistant Principal participate annually in transition meetings to support scheduling and strategies for Students with Disabilities, with teachers also involved in these transition discussions. The AVID coordinator will continue working with feeder middle schools to align AVID with the AIM program.

Implementation of Designated and Integrated ELD for all English Learners based Learners (specifically EL, LTEL and Dually Identified) on their language proficiency until reclassified.

LPHS utilizes evidence-based strategies to implement both designated and integrated ELD and has committed to improving instruction for all English Learners by providing a full-time designated ELD teacher. Students not making sufficient progress are monitored throughout the year by counselors and English teachers, who provide targeted support during designated as well as outside the classroom. There is a continued need to review the essential components of integrated ELD, deepen understanding of the ELD Standards, and align instruction to students' language proficiency levels using culturally relevant, evidence-based practices, particularly in reading and writing. Site data indicates a need to strengthen instruction in content areas through strategies such as close reading, annotation, and focused note-taking, while also increasing academic discourse through structured collaboration (e.g., Kagan strategies), sentence frames, and writing frames. Teachers will also use Aeries student group data to intentionally design seating and groupings to support the development of academic English. Based on current data, there is a need to increase reclassification rates by improving English Learner performance on MAP Reading and CAASPP ELA, which remains a primary area of need for both English Learners and the overall student population. Additionally, LPHS must continue to analyze disaggregated data across ELA, Math, and all content areas to better address the needs of English Learners. Ongoing monitoring and targeted interventions are necessary to support English Learners, LTELs, and RFEP students in maintaining progress across CAASPP, MAP, and course performance (ELA grades).

Extended learning activities

LPHS provides a wide range of supports to promote academic success and a positive school climate. Students have access to after-school tutoring in all subject areas, as well as two additional days of targeted math support. The Dream Resource Center is open before and after school and during nutrition and lunch, offering a safe space and engaging activities that promote a positive learning environment. Students in need of social-emotional support are served through the Department of Mental Health (DMH), which maintains an open-door policy throughout the school day.

To foster student engagement, LPHS offers numerous programs, including those specifically supporting English Learners and Students with Disabilities. Students can participate in 14 varsity sports, an award-winning Dance Program, and strong Instrumental and Choral Music programs. Additional opportunities include ASB Leadership, Renaissance, Youth Cinema Project/Ethnic Studies History of Film, and four CTE pathways: Public Safety, Automotive Technology Engineering, Graphic Production, and Professional Dance. Students, including 9th graders, will continue to have access to dual enrollment courses through Mt. San Antonio College, embedded within the master schedule, with additional opportunities available through the Upward Bound program. LPHS also offers a variety of student clubs, such as HOSA, Science Club, LP Runs, and MEChA, and continues to expand with new clubs like the Feminista Club and Gaming Club, which support positive peer connections, especially for Students with Disabilities. The College Center provides access to college and career presentations and supports academic and postsecondary planning.

To strengthen community connections, LPHS will continue visits to feeder elementary schools, where student leaders mentor younger students in areas such as ASB, art, band, and reading. Through these efforts, LPHS remains committed to creating an inclusive environment that supports students academically, socially, and emotionally.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

In 2025-26, LPHS supported literacy development for ninth-grade students and English Learners in Designated ELD through targeted instructional strategies. To further support academic success, the school provided AVID cross grade level tutoring, one bilingual Spanish aide, and access to a site interventionist. All students can also participate in the afterschool Academic Outreach tutoring program and Saturday school for additional support.

In response to parent feedback, LPHS will expand the use of bilingual aides in Math, Social Science, Science, and CTE courses to better support English Learners. Both English Learners and Students with Disabilities require continued support in core classes, particularly in reading and writing development. In Math, there is a need to align essential standards for Math 1, 2, and 3 and develop a clear scope and sequence. Beginning in 2026–27, the Math Department will use this framework to monitor progress and implement targeted interventions, including support for students in Math 1 and self-contained courses for Students with Disabilities.

Looking ahead, LPHS will continue allocating funds for teacher release time to strengthen Tier 1 and Tier 2 instruction, with a focus on English Learners, LTELs, and Students with Disabilities. The school will also maintain additional teacher hours for tutoring, continue utilizing bilingual aides in content classes, and provide special education aides to support Students with Disabilities in both SAI and general education settings, particularly in Math and Science.

LPHS will continue to expand afterschool Academic Outreach tutoring and Saturday School to provide extended learning opportunities and targeted support. Due to budget reductions in LCFF S&C and Title I, the Achieve3000 license will not be renewed, as English teachers determined that professional development and instructional capacity-building provided greater impact on student learning. Through these efforts, LPHS remains committed to strengthening academic supports and ensuring all students have access to the resources needed to succeed.

Evidence-based educational practices to raise student achievement of identified student groups

LPHS is committed to implementing a core set of evidence-based strategies to enhance student learning and achievement. One key approach is the AVID learning support structure known as WICOR, which incorporates teaching and learning strategies in Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a structured model that helps educators guide English Learners and Students with Disabilities in comprehending complex concepts and articulating their ideas at increasingly advanced levels.

To improve performance on academic standards and increase student achievement, schoolwide WICOR strategies will be utilized across the curriculum, including Focused Note-Taking and Kagan strategies. Additionally, LPHS has identified three reading strategies and one writing strategy to support all students, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Latino students. The reading strategies include previewing text and establishing prior knowledge, teaching close reading and annotation strategies, and providing practice with challenging texts containing complex ideas and information. In writing, LPHS will continue to emphasize argumentative writing, incorporating an explicit model-practice-reflect writing cycle and utilizing assessments of student writing to inform instruction and provide meaningful feedback. Additionally, academic vocabulary development remains a priority for all students, particularly English Learners. To support this, LPHS will continue implementing collaborative groups with explicit, structured opportunities to use academic vocabulary along with sentence frames to strengthen language acquisition and overall academic success.

Looking ahead, LPHS recognizes the need to further develop and expand evidence-based practices and Integrated ELD to enhance student mastery of content standards and overall academic performance. By refining and implementing schoolwide instructional strategies, LPHS remains committed to fostering an inclusive, high-achieving learning environment for all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students

Parents at LPHS have multiple opportunities to stay informed and engaged in their child's education. They can monitor grades and assignments through the AERIES Parent Portal and Canvas. Parents also participate in Coffee with the Principal, ELAC, Title I, Community Schools Advisory Committee, and School Site Council (SSC) meetings. LPHS further supports parent involvement by offering opportunities to attend the CAFE conference and providing on-campus workshops focused on supporting student success. The Community School Parent Resource Center opened this year and serves as a dedicated space where families can access computers, printing services, a food pantry, and parent workshops. Parents of English Learners and Students with Disabilities actively participate in meetings and provide input on programs and services. Materials are translated into home languages to ensure accessibility, and parents can share recommendations through ELAC and SSC. Families may also contact the school at any time for support or resources. Guidance counselors host the annual Bridge to Success event, providing information on FAFSA, Dual Enrollment, UC/CSU admissions, Willow Adult School, and strategies for student success. Counselors also lead 8th Grade Parent Nights and are available for individual conferences. Parents have additional opportunities to connect with teachers during Parent Conference Nights and Back-to-School Night. To strengthen ongoing engagement, LPHS will continue offering Coffee with the Principal, CAFE parent education classes, and additional trainings, including mental health resources, in collaboration with community school staff. Through these efforts, LPHS remains committed to building strong partnerships with families to support student success.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

At LPHS, educational partners have multiple opportunities to actively participate in the planning, implementation, and evaluation of categorical programs. The school hosts a variety of meetings, including the English Learner Advisory Committee (ELAC), Title I Parent Meetings, School Site Council (SSC) and Meetings, Coffee with the Principal, Community School Advisory Committee, and the LCAP (Local Control and Accountability Plan) Advisory Committee. During these meetings, members review progress data, including CAASPP and California Healthy Kids Survey data results, needs assessments, and site budgets, to ensure that resources are effectively allocated to support student success. This data-driven approach allows educational partners to modify and make recommendations for the School Plan, ensuring that LPHS provides targeted resources to support underperforming low-income students (Title I), English Learners, LTELs, and Students with Disabilities. Additionally, these committees play a crucial role in evaluating the effectiveness of current programs and identifying areas for improvement to enhance student achievement across all academic levels.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

LPHS allocates site funds to support student success by funding one Interventionist, as well as providing extra hours for staff to assist underperforming students, including SD, English Learners, LTELs, and Students with Disabilities. Additionally, LPHS utilizes categorical funds to invest in educational programs such as Achieve 3000 and Delta Math, along with purchasing materials and supplies to help students meet academic standards and improve their performance.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

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

1. Date that the activity occurred
2. Group(s) involved (e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)
3. Activities related to the collection and analysis of data (e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on MAP or common assessments, using an analysis protocol to analyze academic performance data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Data Collection and Analysis
August 5, 2025	Whole Staff Meeting	School Data Review- DIA, DFI, AP Test Data
September 5, 2025	Title 1 Meeting	School Data Review, School Involvement Opportunities, UCP Procedures
July 22, 2025	Leadership Meeting	Review CAASP ELA & Math Data, Attendance & Discipline
October 9, 2025	English Learner Advisory	CAASPP ELA & Math Data; Summative ELPAC Data; Reclassification and Seal OF Biliteracy Data
October 21, 2025	School Site Council	CAASPP ELA & Math Data; Summative ELPAC Data; ELA & Math DIA #1 & 2
January 22, 2026	English Learner Advisory	Student Group Data (English Learners, RFEP, SWD) CAASPP ELA & Math Data; Summative ELPAC Data; Reclassification and Seal OF Biliteracy Data
January 27, 2026	School Site Council	Annual Evaluation
July 22, 2025	Leadership Meeting	Tardy Policy, Attendance and Discipline
January 22, 2026	English Learner Advisory	Reclassification Process, Importance of Attendance & Impact on Learning
January 27, 2026	School Site Council	Explain CA Dashboard Indicators and Review Data for Academic Performance, Academic Engagement, Conditions & Climate
March 12, 2026	English Learner Advisory	Share and discuss ATSI identification & Data (ATSI PPT) & DIA # 1 ELA & Math
March 17, 2026	School Site Council	Share and discuss ATSI identification & Data (ATSI PPT) & DIA # 1 ELA & Math
May 5, 2026	Leadership Team	SPSA Goals & Budget Review
March 17, 2026	School Site Council	School Safety Plan, Alignment of SPSA and Educational Partners Identified LCAP Priorities
April 16, 2026	English Learner Advisory	English Learner Needs Assessment, SPSA Goals, Budget, Parent Engagement Policy, School Parent Compact, LCAP
March 23, 2026	Staff Meeting	Review LCAP Survey and Identified Priorities by Educational Partners
April 21, 2026	School Site Council	SPSA Approval, Parent Engagement Policy, School Parent Compact

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

Timeline	SPSA Life Cycle
January/ February 2026	- Review current status of 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services - Conduct 2026-27 Needs Assessment & summarize conclusions for all students & student groups - Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS - Engage educational partners in the process – SSC, ELAC, staff, Leadership Team, PLCs, students, community
March	- Continue to review 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services - Alignment of 2026-27 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Budget development for 2026-27 SPSA (preliminary budget estimates) - Align 2026-27 Title I and LCFF S&C fiscal resources to address priorities, goals and actions - Develop 2026-27 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies - ELAC advisement to SSC regarding needs of English learners
April	- Continue to review 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services - ELAC advisement to SSC regarding development of the EL Plan in 2026-27 SPSA - Continue activities to write/update 2026-27 SPSA to ensure educational partners' engagement and legal SSC approval SSC to approve 2026-27 SPSA 2026-27 SPSA completed in DTS and SPSA Synopsis emailed to Shawn Harrington by Friday, April 24, 2026
May	MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	Recommend 2026-27 SPSAs for Board of Education approval – June 25, 2026
August/ September	- Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting - Implement and monitor 2026-27 SPSA
October	- Conduct 2025-26 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2026 CAASPP, Summative ELPAC and MAP results - Complete 2025-26 Annual Evaluation in DTS with SSC - Based on 2025-26 Annual Evaluation, revise 2026-27 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using Fall revised Title I funding allocation (as applicable) - Revise 2026-27 SPSA Title I allocation in DTS (as applicable) - Email MESBP when DTS revision is completed – by October 23, 2026
November/ December	- Continue 2026-27 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies - Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

Annual Evaluation

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

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

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

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

Math School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

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

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

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

English Learner

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

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

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

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

School Climate

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

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

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

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

GOALS FOR IMPROVING STUDENT ACHIEVEMENT

HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster...) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral Rtl & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral Rtl/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

- Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups
- Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials
- Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff
- Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)
- Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).
- Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)
- Strategy 7: Extended learning activities
- Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.
- Strategy 9: Evidence-based educational practices to raise achievement of identified student groups
- Strategy 10: Resources available from family, school, district, and community to assist under-achieving students
- Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
- Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards



Hacienda La Puente Unified School District
District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2026-27

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline Distance from Standard (DFS)	Expected Outcome
School Dashboard ELA- All Students	1.1 DFS	4.1 DFS
School Dashboard ELA- Low Income	-15.7 DFS	-12.4 DFS
School Dashboard ELA- English Learner	-37.7 DFS	-30.4 DFS
School Dashboard ELA- Long Term EL	-88.4 DFS	-80.4 DFS
School Dashboard ELA- Foster Youth	-71.8 DFS	-60.1 DFS
School Dashboard ELA- SWD	-90.6 DFS	-87.1 DFS

Metric/Indicator (2024-25)	Baseline	Expected Outcome
CAASPP SBAC ELA- All Students	50.39% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	44.95% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	11.3% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Long Term English Learner	6.2% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	18.18% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- SWD	17.68% Met/Exceeded	Increase by 3% or more

Metric/Indicator (2025-26 Winter)	Baseline	Expected Outcome
Gr. 1-12 MAP Reading- All Students	45% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 1-12 MAP Reading- Low Income	40% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 1-12 MAP Reading- English Learner	15% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 1-12 MAP Reading- LTEL	8% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 1-12 MAP Reading- Foster Youth	28% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 4% or more

Gr. 1-12 MAP Reading- SWD	15% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 4% or more
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GOAL FOR STUDENT ACHIEVEMENT – Baseline Year 25-26 DIBELS – AMOs will be included in 2027-28 SPSAs

Kinder - Metric/Indicator (2025-26 DIBELS Baseline)	BOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)	MOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)	EOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)
DIBELS Composite Score- All Students	40%	48%	
DIBELS Letter Names (LNF)- All Students	41%	51%	
DIBELS Phonemic Awareness (PSF)- All Students	35%	34%	

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline Distance from Standard	Expected Outcome
School Dashboard Math- All Students	-30.1 DFS	Increase by 3 pts or more
School Dashboard Math- Low Income	-45.1 DFS	Increase by 3 pts or more
School Dashboard Math- English Learner	-49.3 DFS	Increase by 3 pts or more
School Dashboard Math- Long Term EL	-132.1 DFS	Increase by 4 pts or more
School Dashboard Math- Foster Youth	-121.5 DFS	Increase by 4 pts or more
School Dashboard Math- SWD	-124.9 DFS	Increase by 4 pts or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
CAASPP SBAC Math- All Students	40.12% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	34.4% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	17.36% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Long Term EL	4.56% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	12.12% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	12.04% Met/Exceeded	Increase by 4% or more

Metric/Indicator (2025-26 Winter)	Baseline	Expected Outcome
Gr. K-12 MAP Math- All Students	43% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. K-12 MAP Math- Low Income	39% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 3% or more

Gr. K-12 MAP Math- English Learner	27% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- LTEL	10% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- Foster Youth	28% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- SWD	14% scored $\geq$ 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: ENGLISH LEARNERS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS: All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
English Learner Progress Indicator	44.7%	Increase by 5% or more
Long Term EL Progress Indicator	42.9%	Increase by 6% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
Summative ELPAC Level 4-EL	17%	Increase by 3% or more
Summative ELPAC Level 4-LTEL	18.78%	Increase by 3% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
English Learner Reclassification Rate	16.43%	Increase by 2% or more

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, TK to 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard Suspension Rate- All Students	2.4%	Decrease by 0.3% or more
Dashboard Suspension Rate- Low Income	2.7%	Decrease by 0.3% or more
Dashboard Suspension Rate- English Learner	2.6%	Decrease by 0.3% or more
Dashboard Suspension Rate- Long Term EL	5.5%	Decrease by 1% or more
Dashboard Suspension Rate- Foster Youth	7.9%	Decrease by 1% or more
Dashboard Suspension Rate- SWD	4.4%	Decrease by 0.5% or more

Metric/Indicator (2025-26)	Baseline	Expected Outcome
CHKS "Safe or Very Safe" Overall Perception- Grade 5	77%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 7	53%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 9	54%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 11	61%	Increase by 1%

Metric/Indicator (2025-26)	Baseline	Expected Outcome
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5	70%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 7	52%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 9	50%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 11	51%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, TK to 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard Graduation Rate- All Students	92.8%	Increase by 1% or more
Dashboard Graduation Rate- Low Income	93.1%	Increase by 1% or more
Dashboard Graduation Rate- English Learner	85.3%	Increase by 2% or more
Dashboard Graduation Rate- Long Term EL	90.6%	Increase by 1% or more
Dashboard Graduation Rate- Foster Youth	93.3%	Increase by 2% or more
Dashboard Graduation Rate- SWD	83.3%	Increase by 2% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students	1.9%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Low Income	1.8%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner	2.7%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth	0.6%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD	1.8%	Decrease by 0.5%

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS TK-8 Attendance Rate- All Students	91.52%	Increase by 2%
SIS TK-8 Attendance Rate- Low Income	91.27%	Increase by 2%
SIS TK-8 Attendance Rate- English Learner	92.6%	Increase by 2%
SIS TK-8 Attendance Rate- Foster Youth	90.2%	Increase by 1%
SIS TK-8 Attendance Rate- SWD	90.91%	Increase by 1%

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS 9-12 Attendance Rate- All Students	88.23%	Increase by 2%
SIS 9-12 Attendance Rate- Low Income	89.87%	Increase by 2%
SIS 9-12 Attendance Rate- English Learner	87.95%	Increase by 2%
SIS 9-12 Attendance Rate- Foster Youth	81.52%	Increase by 1%
SIS 9-12 Attendance Rate- SWD	83.62%	Increase by 1%

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard K-8 Chronic Absenteeism Rate- All Students	17.7%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- Low Income	20.2%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- English Learner	14.9%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Long Term EL	24.1%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Foster Youth	30.6%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- SWD	28.5%	Decrease by 4% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS 9-12 Chronic Absenteeism Rate- All Students	19.3%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Low Income	21.5%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- English Learner	22.3%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Foster Youth	20.5%	Decrease by 1% or more
SIS 9-12 Chronic Absenteeism Rate- SWD	31.8%	Decrease by 4% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LANGUAGE ARTS

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, Students with Disabilities, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - ELA

All students, particularly Hispanics, SED, English Learners, and Students with Disabilities, will increase their achievement in English Language Arts as measured by the DASHBOARD, CAASPP, and Reading and Language MAP.

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.

Based on the comprehensive needs assessment, all students at LPHS need continued support to meet grade-level ELA standards. Significant achievement gaps persist among Hispanic, Socioeconomically Disadvantaged (SED), English Learner (EL), and Students with Disabilities (SWD) groups compared to the overall student population. There is a consistent need to strengthen students' abilities in understanding literary and nonfiction texts, producing clear and purposeful writing, using common assessments, providing timely and meaningful feedback, and implementing evidence-based interventions to raise achievement levels, particularly for ELs, LTELs, and SWDs. Additionally, there is a need for professional development for general education teachers on applying direct and targeted instruction strategies, as well as incorporating SWD accommodations to ensure access to grade-level reading and writing standards. ELA teachers require continued professional development focused on best practices for differentiating Designated ELD instruction to support Expanding and Bridging ELs, At-Risk LTELs, LTELs, and RFEP students. Professional development for teachers across all content areas is also needed, focusing on evidence-based strategies such as direct instruction, targeted support, and AVID's WICOR framework (Writing, Inquiry, Collaboration, Organization, and Reading to Learn). WICOR will serve as a learning model to help English Learners, LTELs and SWDs deepen their understanding of academic content and express their ideas verbally and in writing at increasingly complex levels. Developing academic vocabulary for English Learners across all core subjects will remain a key focus through the use of WICOR strategies. Finally, there is a need to reduce the number of students earning Fs during the final grading period and requiring summer school for course recovery

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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard)	Metric/Indicator (2025 CA Dashboard)	Metric/Indicator (2026 CA Dashboard)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a ELA- All Students 1b ELA- Low Income 1c ELASWD- English Learner 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD	1a ELA- All Students: 48.3 points below standard (declined 31.4 points) 1b ELA- Low Income: 48.7 points below standard (declined 30.7 points) 1c ELA- English Learner: 99.4 points below standard (declined 38.3 points) 1d ELA- Long Term EL: N/A 1e ELA- Foster Youth: N/A 1f ELA- SWD: N/A	1a ELA- All Students increase by 58 points or more 1b ELA- Low Income increase by 58 points or more 1c ELASWD- English Learner increase by 40 points or more 1d ELA- Long Term EL N/A 1e ELA- Foster Youth N/A 1f ELA- SWD: N/A 1f ELA- SWD N/A
Metric/Indicator (2024-25 CAASPP) 2a SBAC ELA- All Students 2b SBAC ELA- Low Income 2c SBAC ELA- English Learner 2d SBAC ELA- LTEL 2e SBAC ELA- Foster Youth 2f SBAC ELA- SWD	Metric/Indicator (2024-25 CAASPP) 2a SBAC ELA- All Students: 31.80% met or exceeded ELA standards 2b SBAC ELA- Low Income: 32.18% met or exceeded ELA standards 2c SBAC ELA- English Learner: 5.88% met or exceeded ELA standards 2d SBAC ELA- LTEL: 4.17% met or exceeded ELA standards 2e SBAC ELA- Foster Youth: N/A 2f SBAC ELA- SWD: 2.94% met or exceeded	Metric/Indicator (2025-26 CAASPP) 2a SBAC ELA- All Students: 45% or more meet or exceeded ELA standards 2b SBAC ELA- Low Income: 45% or more meet or exceeded ELA standards 2c SBAC ELA- English Learner: 12% or more meet or exceeded ELA standards 2d SBAC ELA- LTEL: 6% or more met or exceeded ELA standards 2e SBAC ELA- Foster Youth: N/A 2f SBAC ELA- SWD: 10% or more met or exceeded ELA standards
Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a Gr. 1-12 MAP Reading- All Students 3b Gr. 1-12 MAP Reading- Low Income 3c Gr. 1-12 MAP Reading- EL 3d Gr. 1-12 MAP Reading- LTEL 3e Gr. 1-12 MAP Reading- Foster Youth 3f Gr. 1-12 MAP Reading- SWD 3f Gr. 1-12 MAP Reading- SWD	Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a Gr. 1-12 MAP Reading- All Students - 39.6 % scored in the 61st percentile or higher 3b Gr. 1-12 MAP Reading- Low Income - 39.2 % scored in the 61st percentile or higher 3c Gr. 1-12 MAP Reading- EL - 11.9 % scored in the 61st percentile or higher 3d Gr. 1-12 MAP Reading- LTEL- 9.6 % scored in the 61st percentile or higher	Metric/Indicator (Winter 2027 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a Gr. 1-12 MAP Reading- All Students - 42 % or more will score in the 61st percentile or higher 3b Gr. 1-12 MAP Reading- Low Income - 42 % or more will score in the 61st percentile or higher 3c Gr. 1-12 MAP Reading- EL - 17% will score in the 61st percentile or higher 3d Gr. 1-12 MAP Reading- LTEL- 13% or more will score in the 61st percentile or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3e Gr. 1-12 MAP Reading-Foster Youth- 25% scored in the 61st percentile or higher 3f Gr. 1-12 MAP Reading-SWD -14 % in the 61st percentile or higher	3e Gr. 1-12 MAP Reading-Foster Youth - 28% or more will score in the 61st percentile or higher 3f Gr. 1-12 MAP Reading-SWD - 16% or more will score in the 61st percentile or higher

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

LPHS Staff, Counselors, and Community School's Specialist will participate in reviewing CAASPP data at the beginning of the school year and analyze MAP ELA data on an ongoing basis throughout the year to monitor student achievement and identify students needing additional support, specifically Low Income, English Learners, LTELs, and SWD.

1.1 LPHS Staff and Leadership Team will review MAP ELA assessments, CAASPP results, and ELPAC performance data to identify students, including Low Income, English Learners, LTELs, and SWD, who are not meeting ELA standards. Based on this analysis, the ELA department will determine focus skills and standards in reading and writing, and adjust pacing guides and lesson plans during PLCs and grade-level meetings. Staff will receive further training on using the Aeries Student Groups Report and Ellevation to identify student groups including English Learners, and understand each student's overall language proficiency level to inform instruction.

1.2 Counselors and teachers will collaborate to support graduation and college or career planning through classroom presentations, during which students will complete or revise their 4-year plans. After-school workshops will also be offered to assist students with college applications, scholarship opportunities, and career planning. In addition, counselors will conduct individual conferences with all students to provide ongoing academic, college and career, and social-emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 1.1- Data analysis to improve lessons and student achievement
0	District Funded 1.2-College and career planning

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

LPHS ELA teachers will develop common lessons, common assessments, and regularly review student data — including common assignments, student work samples, MAP results, and grades — to measure progress and identify areas of need. Based on this data, teachers will design interventions and targeted lessons that incorporate StudySync, Achieve3000, and other supplemental instructional materials. Collaboration and planning will take place three times a month during PLC meetings

2.1 Purchase of instructional materials and supplies to support common assessments and instructional strategies (i.e., ink, paper, LCD bulbs, teacher classroom supplies)

2.2 Printing for supplemental instructional materials to support content delivery and intervention activities for all students (i.e., documents for annotation, etc.)

2.3 Staff regularly reviews student data, including common assignments, student work samples, District MAP Reading Assessments, grades, and other measures to monitor progress for all students, including Low Income, English Learners, LTELs, and SWD. Based on this analysis, staff will develop targeted interventions and identify evidence-based practices such as activating prior knowledge, previewing text, close reading/annotation, and challenging texts. Data reviews and planning will take place during PLC meetings, department meetings, grade-level meetings, and whole-staff meetings.

2.4 English grade-level PLC will collaboratively develop common lessons and evidence-based practices (activating prior knowledge, previewing text, close reading/annotation, challenging texts) and one writing strategy (model-practice-reflect cycle for argumentative writing). aligned to the

Common Core State Standards (CCSS) and corresponding rubrics. Lessons will also be aligned with essential skills/standards to ensure consistency and rigor for all students. StudySync online curriculum supplements, along with other instructional materials, will be incorporated to support instruction and differentiate learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
10,258	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.1- Materials & Supplies for Common Assessments and Instructional Strategies
3,000	LCFF Base Non-Capitalized Equipment (\$500-\$4,999 per item) 2.2 Printing for supplemental instructional material
0	District Funded 2.3 Staff data analysis during contractual time
0	District Funded 2.4 PLC activities

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Staff will attend content and program-specific professional development to assist with standards-based instruction in Reading and Writing, student assessments, and professional growth. In addition, regular staff meetings will be scheduled for the AVID coordinator to train staff in implementing WICOR (reading and writing to learn) AVID strategies

3.1 Professional Development - conferences and workshops to support staff and counselors with instruction, college readiness, accreditation, and assessments (CCSS Seminars, ERWC, WASC, AP, LACOE Content Related Trainings, UC/CSU, NCAA Workshops, etc - conference fees, lodging, mileage. Staff will be required to share the information obtained with the whole staff during meetings throughout the year.

3.2 One professional development day will support the English Department in developing common assessments through Mastery Connect, using PLC structures to analyze ELA data, and adjusting instruction to provide differentiated literacy support targeting the lowest-achieving students. Teachers will also review student writing samples and develop exemplary models to guide and strengthen writing instruction to improve student achievement.

3.3 Substitutes will be provided to allow teachers to attend professional training that supports schoolwide literacy, the development of student ownership and increase student achievement, particularly among the lowest achieving students. These opportunities may include, but are not limited to, training from Elevated Achievement Group (8 days), Kagan (2 days), AVID (2 days), CAFE (3 days), as well as other relevant conferences and workshops.

3.4 Provide professional development to staff members on first best instruction to support all students in owning their learning by giving them the authority, capacity, and responsibility to take ownership of their academic progress. This training is grounded in evidence-based practices that prioritize the teacher as the instructional decision-maker to provide clear learning outcomes and performance expectations (Elevated Achievement Group). Research shows that when teachers intentionally design instruction that builds student ownership through clear expectations, structured decision-making opportunities, and responsive feedback, students develop the skills and confidence needed to direct and monitor their own learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
19,500	LCFF S&C Professional Development (Conferences & Workshops) 3.1 PD and conferences for Staff and Counselors
2,341	Title I, Part A Teacher Release Time-Subs (Including benefits) 3.2 - Site Release Day
15,678	Title I, Part A Teacher Release Time-Subs (Including benefits) 3.3 Professional Development
30,000	LCFF S&C Contracted Services 3.4 Professional Development - Elevated Achievement Group (EAG)

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

HLPUSD support staff/TOSAs will provide ongoing instructional assistance and support for teachers

4.1 The district high school MESBP TOSA and MTSS TOSA will provide ongoing, site-specific professional development for ELA teachers, as well as whole-staff training, to support the implementation of direct and targeted instructional strategies. These strategies include three reading approaches (previewing text, close reading/annotation, and tackling challenging texts) and one writing approach (the model-practice-reflect cycle for argumentative writing). The Tech TOSA will continue to support teachers in creating and analyzing common assessments using Mastery Connect to inform instruction and monitor student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 4.1 - Ongoing, site-specific PD from district TOSAs

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

LPHS will participate in professional learning communities and vertical articulation with quad-feeder middle schools.

5.1 Continuing with WASC recommendations, staff training on PLC processes and structures will continue to strengthen both vertical and horizontal alignment within departments. PLC collaboration time is scheduled three times per month, with one additional department meeting per month. Teachers will regularly review student data, including common assignments, student work samples, MAP data, and grades, to monitor progress for all students, including English Learners (ELs) and Students with Disabilities (SWD). Based on this data, teachers will develop targeted interventions and lessons, incorporating StudySync online curriculum supplements and other instructional materials to support differentiated instruction.

5.2 ELA Department collaborates on lesson design, writing & speaking rubrics, student data, student achievement, D/F grades, and common assessments. This includes strategies for all students. Sync online curriculum supplements as well as other instructional materials will be incorporated.

5.3 Vertical Articulation within content courses during PLC meetings, and grade level during staff meetings to share student achievement data and strategies for improvement. Also to discuss reading and writing standards-based instructional supports for all students, including English Learners and SWD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 5.1 - PLC activities
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.2 - See ELA Strategy 3.2
0	District Funded 5.3- Vertical articulation within content areas during staff meetings

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Vertical articulation and guidance presentations to help in transition planning and interventions.

6.1 Guidance counselor presentations to the feeder middle schools will occur annually as part of the registration process, including an 8th Grade Parent Night meeting to provide parents an overview on how LPHS will prepare their student for College and Career.

6.2 Vertical Articulation with feeder middle schools (Sparks & Sierra Vista), teachers, and counselors will meet twice a year to share student achievement data and strategies for improvement and to discuss standards-based instructional supports for all students.

6.3 Articulation between Special Education Teachers and ELA teachers to review the progress of SWD and review the implementation of SWD accommodations in IEP transition meetings for incoming 8th-grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 6.1 - Guidance counselor presentations and outreach to middle schools
3,000	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.2 - Vertical Articulation with Feeder Middle Schools
0	District Funded 6.3 - Articulation between SpEd and ELA teachers

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Extended ELA learning activities for instructional and intervention support, as well as academic events and competitions that enhance experiences for all students.

7.1 WICOR will continue to serve as a core set of evidence-based learning support structures, incorporating instructional strategies in the areas of Writing and Reading to Learn. WICOR provides a learning model that helps all students, including low-income, English Learners, LTELs, and Students with Disabilities, comprehend complex concepts and articulate ideas at increasingly higher levels. In addition to continuing the implementation of Focused Note-Taking, staff will receive training on Kagan Cooperative Learning Structures to further enhance student engagement and collaborative learning.

7.2 Participation in Academic Events, curriculum-supported exhibitions such as AVID, HOSA, Academic Decathlon, Science Olympiad, CTE Pathways, Band, Choir, FCADA Girls Got Game, Miramonte League Symposium, Dance, Cheer, and Choir (entry fees, lodging, parking, transportation, meals, and mileage).

7.3 Teacher extra hours will be allocated to staff the Academic Outreach Program and Saturday School, providing students with additional content support in all subject areas, including ELA, after school to increase student achievement. Students will be identified through the PLC process using assessment data and placement criteria, allowing teachers to develop targeted interventions for those not meeting reading and writing standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 7.1 Implementation of AVID (WICOR and Focused Note Taking) and Kagan strategies
2,500	LCFF S&C Contracted Services 7.2 Participations of Academic Events for AVID, HOSA JROTC, Academic Decathlon
12,500	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 7.3 Teacher Extra Hours (Academic Support)

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Activity

Academic intervention strategies, strategic Master Schedule development, and additional teacher hours to support the regular core program and assist students, including English Learners and SWD, in meeting grade-level ELA standards.

8.1 LPHS will continue to add three sections of English Team classes in the Master Schedule to assist identified SWD who need extra support in general education English classes.

8.2 There will be an emphasis on developing academic language and vocabulary using Kagan collaborative structures in the classroom. Teachers will intentionally identify the targeted cooperative learning structure and academic language for designated lessons.

8.3 The special education department chair provides support to teachers and staff on how to assist special education students in meeting standards and utilizing accommodations and modifications in all classes for all students.

8.4 Continue to implement two-hour block ELD courses with 2 identified English teachers to plan and deliver designated ELD.

8.5 Utilization of the SFT referral process for students who need additional academic or social/emotional support and development of student success plans. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 8.1- Continued English Team classes in the Master Schedule
0	None Specified 8.2 - Implementation of academic language and vocabulary using Kagan
0	None Specified 8.3 - SpEd Dept Chair supports gen ed teachers and staff
0	None Specified 8.4 - 2 hour block ELD courses

0	None Specified
	8.5 - Utilization of SFT referral process

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Academic instructional strategies and practices, as well as intervention tools and processes to assist all students, including English Learners and SWD meet Reading and Writing standards.

9.1 Use of WICOR (reading and writing to learn) strategies, graphic organizers, focused note-taking, intentionally front-loading academic vocabulary, and scaffolding instruction to assist in reading and writing across all content areas. Provide training on Kagan Cooperative Learning strategies to support all students, including English Learners (ELs) and Students with Disabilities (SWD), in collaborating effectively and using academic vocabulary in meaningful classroom interactions for a variety of purposes.

9.2 Implementation and monitoring of the SFT referral process for students in Tier 2 and the development of student success plans. For SWD, plan and schedule an Addendum IEP meeting to monitor student progress. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

9.3 English teachers will provide targeted literacy support by implementing four reading strategies (activating prior knowledge, previewing text, close reading/annotation, challenging texts) and one writing strategy (model-practice-reflect cycle for argumentative writing).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
6,000	LCFF S&C Professional Development (Conferences & Workshops) 9.1 - Kagan Cooperative Learning Training
0	None Specified

	9.2 - Implementation and monitoring of SFT referral process
0	Title I, Part A Contracted Services 9.3 - See ELA Strategy 3.4

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Hardware, software, supplemental instructional support, and wellness checks are provided for all students, including English Learners and SWD, to assist them with meeting ELA standards.

10.1 Per the WASC recommendation, LPHS will establish an MTSS Team to design a consistent framework for academic and behavioral supports, strengthen Tier 1 classroom practices, and develop effective Tier 2 and Tier 3 interventions. The training will include release time during the school day for the team to create and refine the LPHS MTSS framework, as well as paid time for staff to participate in MTSS training sessions.

10.2 Laptops provided to all students, including all students, to enable access to the curriculum and intervention supports.

10.3 Additional Book Replacements, including AP Books \$15,000 - Instructional Materials Realignment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
10,682	LCFF S&C Professional Development (Conferences & Workshops) 10.1 - MTSS Training and Teacher Release Time
0	District Funded 10.2 - Laptops provided to all students

0

District Funded
Books (Excluding core textbooks)
10.3- Additional Book Replacements, including
AP Books (Instructional Material Realignment
Funds)

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Parent meetings, opportunities for parent involvement, and input into the SPSA. Parents and all educational partners have input into the needs assessment, goals, budget, and assessments of our site plan.

11.1 School Site Council Meetings - members develop, approve, monitor implementation and effectiveness of strategies and evaluate the School Plan for Student Achievement.

11.2 Provide parent resource material, handouts, and information documents focused on parent and family engagement, especially best practices for increasing the engagement for all parents, including parents English Learners, long-term English Learners (LTELs) and SWD in order to increase student achievement.

11.3 Conduct parent meetings to share expectations, college, and career information, and program supports (i.e. grade level, AVID, Title 1, Cash for College, LPHS Bridge to Success etc.)

11.4 Host WASC Parent/Student Meetings and Coffee with the Principal Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

0

None Specified

11.1 - SSC meetings

500

Title I Parent Involvement
Supplemental Supplies

	11.2 - Parent Resource Materials
0	None Specified
	11.3 - Conduct parent meetings
0	None Specified
	11.4 - WASC meetings and Coffee with the Principal

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Hiring of additional classified staff to support underperforming students and their families.

12.1 Bilingual Aide in Spanish for Instructional Support to assist content teacher instruction and intervention support for identified EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

District Funded
Classified Instructional/Support Staff (Including Benefit)
12.1 - Bilingual Instructional Aide - Spanish

Goals, Strategies, & Proposed Expenditures

Goal Subject

MATH

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - Math

All students in particularly Hispanic, SED, English Learners and Students with Disabilities will increase their student achievement in Math as measured by the DASHBOARD, CAASPP, and Math MAP.

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.

Based on the comprehensive needs assessment, all students at LPHS require continued support to meet grade-level Math standards. Significant achievement gaps persist among Hispanic, Socioeconomically Disadvantaged (SED), English Learner (EL), and Students with Disabilities (SWD) groups compared to the overall student population. There is a consistent need to strengthen students' ability to apply mathematical concepts and procedures, support mathematical conclusions with reasoning, use common assessments effectively, receive timely and meaningful feedback, and engage in evidence-based interventions to improve achievement, particularly for ELs, LTELs, and SWDs. Additionally, professional development is needed for general education teachers on implementing direct instruction, targeted support strategies, and SWD accommodations to provide equitable access to grade-level math standards. Math teachers also require ongoing professional development focused on best practices for differentiating Integrated ELD instruction to better support Expanding and Bridging ELs, At-Risk LTELs, LTELs, and RFEP students. Professional development for all content area teachers should emphasize evidence-based strategies, including direct instruction, targeted support, and AVID's WICOR framework (Writing, Inquiry, Collaboration, Organization, and Reading to Learn). WICOR is an effective learning model to help English Learners, LTELs, and SWDs deepen their understanding of academic concepts and express their ideas verbally and in writing at increasingly complex levels. Developing academic vocabulary across all core subjects, particularly for English Learners, will remain a key focus through WICOR strategies. Finally, there is a critical need to reduce the number of students earning Fs during the final grading period and needing course recovery through summer school.

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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard) 1a Math- All Students	Metric/Indicator (2025 CA Dashboard)	Metric/Indicator (2026 CA Dashboard)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1b Math- Low Income 1c Math- English Learner 1d Math- Long Term EL 1e Math- Foster Youth 1f Math- SWD 1g Math-Hispanic	1a Math- All Students 128 points below standard (4.1 points declined) 1b Math- Low Income 128 points below standard (4.8 points declined) 1c Math- English Learner 182.6 points below standard (43.8 declined) 1d Math- Long Term EL: N/A 1e Math- Foster Youth: N/A 1f Math- SWD: N/A 1g Math-Hispanic 132.8 points below standard (-2.6 maintained)	1a Math- All Students increase by 35 points or more 1b Math- Low Income increase by 35 points or more 1c Math- English Learner increase by 40 points or more 1d Math- Long Term EL: N/A 1e Math- Foster Youth: N/A 1f Math- SWD: N/A 1g Math-Hispanic increase by 35 points or more
Metric/Indicator (2024-25 CAASPP) 2a SBAC Math- All Students 2b SBAC Math- Low Income 2c SBAC Math- English Learner 2d SBAC Math- Long Term EL 2e SBAC Math- Foster Youth 2f SBAC Math- SWD 2g SBAC Math-Hispanic	Metric/Indicator (2024-25 CAASPP) 2a SBAC Math- All Students: 12.3 % met or exceeded math standards 2b SBAC Math- Low Income 12.07 % met or exceeded math standards 2c SBAC Math- English Learner 0 % met or exceeded math standards 2d SBAC Math- Long Term EL: 0 % met or exceeded math standards 2e SBAC Math- Foster Youth- N/A 2f SBAC Math- SWD: 3.13 % met or exceeded math standards 2g SBAC Math-Hispanic: 10.53 % met or exceeded math standards	Metric/Indicator (2025-26 CAASPP) 2a SBAC Math- All Students; 15% or more meet or exceeded math standards 2b SBAC Math- Low Income: 15% or more meet or exceeded math standards 2c SBAC Math- English Learner: 6% or more met or exceeded math standards 2d SBAC Math- Long Term EL: 3% or more met or exceeded math standards 2e SBAC Math- Foster Youth: N/A 2f SBAC Math- SWD: 5% or more met or exceeded math standards 2g SBAC Math-Hispanic: 15% or more met or exceeded math standards
Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a MAP Math- All Students 3b MAP Math- Low Income 3c MAP Math- English Learner 3d MAP Math- LTEL 3e MAP Math- Foster Youth 3f MAP Math- SWD 3g MAP Math-Hispanic	Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a Gr. 1-12 MAP Math- All Students: 30.7% scored in the 61st percentile or higher 3b Gr. 1-12 MAP Math- Low Income: 29.9% scored in the 61st percentile or higher	Metric/Indicator (Winter 2027 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a Gr. 1-12 MAP Math- All Students: 34% will score in the 61st percentile or higher 3b Gr. 1-12 MAP Math- Low Income: 33% will score in the 61st percentile or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3c Gr. 1-12 MAP Math- EL: 14.4% scored in the 61st percentile or higher 3d Gr. 1-12 MAP Math- LTEL: 12.5% scored in the 61st percentile or higher 3e Gr. 1-12 MAP Math- Foster Youth: 50% scored in the 61st percentile or higher 3f Gr. 1-12 MAP Math- SWD: 12.1% in the 61st percentile or higher 3g MAP Math-Hispanic: N/A	3c Gr. 1-12 MAP Math- EL: 17% will score in the 61st percentile or higher 3d Gr. 1-12 MAP Math- LTEL: 15% will score in the 61st percentile or higher 3e Gr. 1-12 MAP Math- Foster Youth: 55% will score in the 61st percentile or higher 3f Gr. 1-12 MAP Math- SWD: 14% will score in the 61st percentile or higher 3g MAP Math-Hispanic: N/A

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

LPHS Staff, Counselors, and Interventionists will participate in reviewing CAASPP data at the beginning of the school year and analyze MAP Math data on an ongoing basis throughout the year to monitor student achievement and identify students needing additional support, including Low Income, English Learners, LTELs, and SWD

1.1 LPHS Staff and Leadership Team will review MAP Math assessments, CAASPP results, and ELPAC performance data to identify students, including Low Income, English Learners, LTELs, and SWD, who are not meeting Math standards. Based on this analysis, staff will determine focus skills and standards in reading and writing, and adjust pacing guides and lesson plans during PLCs, grade-level meetings, and whole-staff meetings. Staff will receive further training on using Ellevation to identify their English Learners and understand each student's overall language proficiency level to inform instruction. (contractual time)

1.2 Counselors and teachers will collaborate to support graduation and college or career planning through classroom presentations, during which students will complete or revise their 4-year plans. After-school workshops will also be offered to assist students with college applications, scholarship

opportunities, and career planning. In addition, counselors will conduct individual conferences with all students to provide ongoing academic, college and career, and social-emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 1.1- Data analysis to improve lessons and student achievement
0	District Funded 1.2-College and career planning

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

LPHS Math teachers will begin to develop common lessons, common assessments, and regularly review student data, including common assignments, student work samples, MAP results, and grades, to measure progress and identify areas of need. Based on this data, teachers will design interventions and targeted lessons, incorporating HMH Math curriculum and Delta Math, and other supplemental instructional materials. Collaboration and planning will take place three times a month during PLC meetings

2.1 Purchase of instructional materials and supplies to support common assessments and instructional strategies (i.e., ink, paper, graphing calculators, science specimens, LCD bulbs, teacher classroom supplies, etc)

2.2 Printing for supplemental instructional materials specifically for our EL & LTEL students to support content delivery and intervention activities.

2.3 Purchase of Delta Math is an online platform that provides students with interactive math practice and teachers with tools to assign, monitor, and support skill development, allowing teachers to create customized assignments, track student progress, and target specific learning gaps.

2.4 Staff regularly reviews student data to measure student progress, including Low Income, English Learners, LTELs, and SWD (common assignments, student work samples, DIA, grades, etc.), and develop interventions and lessons for all students. HMH curriculum supplements, as well as other instructional materials, will be incorporated. Staff reviews will occur during PLC meetings, department meetings, grade-level meetings, and whole staff meetings

2.5 Math grade-level PLC will collaboratively identify essential skills and standards for each grade level to begin developing common assessments and aligned lessons using the HMH curriculum. Instructional strategies will be aligned to the Common Core State Standards (CCSS) to ensure consistency and rigor for all students. Additional instructional resources and supports will be incorporated to differentiate instruction and address student needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.1 - See ELA Strategy 2.1
0	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.2 - See ELA Strategy 2.2
1,800	Title I, Part A Contracted Services 2.3 - Delta Math
0	District Funded 2.4 Staff data analysis during contractual time
0	District Funded 2.5 - PLC activities

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Staff will attend content and program-specific professional development to assist with standards-based instruction, student assessments, and professional growth.

3.1 Professional Development - conferences and workshops to support staff and counselors with instruction, college readiness, accreditation, and assessments (CCSS Seminars, CMC Math Conference, WASC, AP, LACOE Content Related Trainings, etc.) - conference fees, lodging, mileage. Staff will be required to share the information obtained with the whole staff during meetings throughout the year.

3.2 Two professional development sessions for the Math department will support teachers using SBAC and MAP Math data to identify essential grade-level focus standards and develop a scope and sequence for Math 1, Math 2, Math 3, and CSTEM Math courses. Additionally, the Math department will receive Mastery Connect professional development to begin to develop common assessments and receive PLC training to systematically use the data to determine which students are meeting the math standards and not meeting the math standards and identify the instructional best practices that need to be adjusted or integrated to provide differentiated support at the student's instructional levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Professional Development (Conferences & Workshops) 3.1 - See ELA Strategy 3.1
3,341	Title I, Part A Teacher Release Time-Subs (Including benefits) 3.2 - District Training

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Various HLPUSD support staff/TOSAs will provide ongoing instructional assistance and support for teachers

4.1 The district high school MESBP TOSA and MTSS TOSA will provide ongoing, site-specific professional development for Math teachers, as well as whole-staff training, to support the implementation of direct and targeted instructional strategies, designing lessons that incorporate academic math vocabulary (e.g., coefficient, slope, proportional relationship), especially for ELs, LTELs, and SWD. The Tech TOSAs will continue to support teachers in creating and analyzing common assessments using Mastery Connect that directly align with the focus standards to inform instruction and monitor student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

District Funded

4.1 - See ELA Strategy 4.1

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

LPHS will participate in professional learning communities and vertical articulation with quad-feeder middle schools.

5.1 Continuing with WASC recommendations, staff training on PLC processes and structures will continue to strengthen both vertical and horizontal alignment within departments. PLC collaboration time is scheduled three times per month, with one additional department meeting per month. Teachers will regularly review student data to measure student progress, including Hispanic, SED, English Learners, LTELs, and SWD (common assignments, student work samples, MAP Data, grades, etc.) to develop interventions and lessons for all students. HH online curriculum supplements, as well as other instructional materials, will be incorporated.

5.2 Math Department collaborates on lesson design, rubrics, student data, student achievement, and common assessments. This includes strategies for all students. HMH curriculum supplements, as well as other instructional materials, will be incorporated. See ELA Strategy 5.2 and 3.2 (funding)

5.3 Vertical Articulation within content courses during PLC meetings and grade level during staff meetings to share student achievement data and strategies for improvement. Also to discuss mathematical rules and ideas (concepts & procedures), how well students show and apply their problem-solving skills (problem-solving and modeling & data analysis), and how well students think logically and express their thoughts to solve problems (communicating reasoning).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 5.1 - PLC activities
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.2 - See ELA Strategy 3.2
0	District Funded 5.3- Vertical articulation within content areas during staff meetings

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Vertical articulation and guidance presentations to help in transition planning and interventions.

6.1 Guidance counselor presentations to the feeder middle schools will occur annually as part of the registration process, including an 8th Grade Parent Night meeting to provide parents with an overview of how LPHS will prepare their student for College and Career.

6.2 Vertical Articulation with feeder middle schools (Sparks & Sierra Vista), teachers, and counselors will meet twice a year to share student achievement data and strategies for improvement and to discuss standards-based instructional supports for all students.

6.3 Articulation between Special Education Teachers and Math teachers to review and monitor the progress of SWD and review the implementation of SWD accommodations in IEP transition meetings for incoming 8th-grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 6.1 - Guidance counselor presentations and outreach to middle schools
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.2 - See ELA Strategy 6.2
0	District Funded 6.3 - Articulation between SpEd and Math teachers

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Extended Math learning activities for instructional and intervention support, as well as academic events and competitions that enhance student experiences.

7.1 WICOR will continue to serve as a core set of evidence-based learning support structures, incorporating instructional strategies in the areas of Writing and Reading to Learn. WICOR provides a learning model that helps all students, especially English Learners (ELs) and Students with Disabilities (SWD), comprehend complex concepts and articulate ideas at increasingly higher levels. In addition to continuing the implementation of Focused Note-Taking, staff will receive training on Kagan Cooperative Learning Structures to further enhance student engagement and collaborative learning.

7.2 Use Delta Math online platform that provides students with interactive math practice and teachers with tools to assign, monitor, and support skill development, allowing teachers to create customized assignments, track student progress, and target specific learning gaps.

7.3 Participation in Academic Events, curriculum-supported exhibitions such as AVID, HOSA, JROTC, Academic Decathlon, Science Olympiad, CTE Pathways, Band, Choir, FCADA Girls Got

Game, Miramonte League Symposium, Dance, Cheer, and Choir (entry fees, lodging, parking, transportation, meals, and mileage).

7.4 Teacher extra hours will be allocated to staff the Academic Outreach Program and Saturday school, providing students with additional content support in all subject areas, including Math, after school. Students will be identified through the PLC process using assessment data and placement criteria, allowing teachers to develop targeted interventions for those not meeting math standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 7.1 Implementation of AVID (WICOR and Focused Note Taking) and Kagan strategies
0	Title I, Part A Contracted Services 7.2 - See Math Strategy 2.3
0	LCFF S&C Contracted Services 7.3 See ELA Strategy 7.2
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 7.4 - See ELA 7.3

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Academic intervention strategies, strategic Master Schedule development, and additional teacher hours to support the regular core program and assist students, including English Learners and SWD in meeting grade-level Math standards.

8.1 LPHS will add 5 sections of C-STEM Math classes in the Master Schedule to support students, including English Learners and SWD to meet grade-level Math standards and make connections to careers in mathematics.

8.2 There will be an emphasis on developing Academic Language using Kagan collaborative structures in the classroom. Teachers will intentionally identify the targeted cooperative learning structure and academic language for designated lessons.

8.3 The special education department chair provides support to teachers and staff on how to assist special education students in meeting standards and utilizing accommodations and modifications in all classes for all students.

8.4 Utilization of the SFT referral process for students who need additional academic or social/emotional support and development of student success plans. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

8.5 Teacher extra hours will be allocated to staff the Academic Outreach Program and Saturday School, providing students with additional content support in all subject areas, including Math, outside of regular school hours. Students will be identified through the PLC process using assessment data and placement criteria, allowing teachers to develop targeted interventions for those not meeting reading and writing standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 8.1- Continued C-STEM Math classes in the Master Schedule
0	None Specified 8.2 - Implementation of academic language and vocabulary using Kagan
0	None Specified 8.3 - SpEd Dept Chair supports gen ed teachers and staff
0	None Specified 8.4 - Utilization of SFT referral process
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 8.5 - See ELA Strategy 7.3

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Academic instructional strategies and practices, as well as intervention tools and processes to assist all students, including Hispanic, SED, English Learners, and SWD, meet Math standards in the areas of Math Concepts & Procedures and Communicating Reasoning.

9.1 Use of WICOR (reading and writing to learn) strategies, graphic organizers, focused note-taking, intentionally front-loading academic vocabulary, and scaffolding instruction to assist in solving math problems. Provide training on Kagan Cooperative Learning strategies to support all students, including Hispanic, low-income, English Learners, LTELs, and Students with Disabilities (SWD) in collaborating effectively and using academic vocabulary in meaningful classroom interactions for a variety of purposes.

9.2 Implementation and monitoring of the SFT referral process for students in Tier 2 and the development of student success plans. Plan and schedule an Addendum IEP meeting for SWD to monitor student progress. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

9.3 Use Delta Math online platform that provides students with interactive math practice and teachers with tools to assign, monitor, and support skill development, allowing teachers to create customized assignments, track student progress, and target specific learning gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Professional Development (Conferences & Workshops) 9.1 - See ELA Strategy 9.1
0	None Specified 9.2 - Implementation and monitoring of SFT referral process
0	Title I, Part A Contracted Services 9.3 See Math Strategy 2.3

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Hardware, software, supplemental instructional support, and wellness checks are provided for all students, including English Learners and SWD, to assist them with meeting ELA standards.

10.1 Per the WASC recommendation, LPHS will establish and train an MTSS Team to design a consistent framework for academic and behavioral supports, strengthen Tier 1 classroom practices, and develop effective Tier 2 and Tier 3 interventions. The training will include release time during the school day for the team to create and refine the LPHS MTSS framework, as well as paid time for staff to participate in MTSS training sessions

10.2 Laptops should be provided to all students, including all students, to enable access to the curriculum and intervention supports.

10.3 Additional Book Replacements including AP Books \$15,000- Instructional Materials Realignment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Professional Development (Conferences & Workshops) 10.1 - See ELA Strategy 10.1
0	District Funded 10.2 - Laptops provided to all students
0	District Funded Books (Excluding core textbooks) 10.3 - No Cost (Additional Book Replacements, including AP Books (Instructional Material Realignment Funds)

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

- Parent meetings, opportunities for parent involvement and input into the SPSA. Parents and all educational partners have input into the needs assessment, goals, budget and assessments of our site plan.
- 11.1 School Site Council Meetings - members develop, approve, monitor implementation and effectiveness of strategies and evaluate the School Plan for Student Achievement.
- 11.2 Provide parent resource material, handouts, and information documents for all parents, including parents English Learners and long-term English Learners (LTEs) in parents primary language.
- 11.3 Conduct parent Meetings to share expectations, college, and career information, and program supports (i.e. grade level, AVID, Title 1, Cash for College, etc.)
- 11.4 Host WASC Parent/Student Meetings and Coffee with the Principal Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 11.1 - SSC meetings
0	Title I Parent Involvement Supplemental Supplies 11.2 - See ELA Strategy 11.2
0	None Specified 11.3 - Conduct parent meetings
0	None Specified

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Hiring of additional classified staff to support underperforming students and their families.

12.1 Bilingual Aid in Spanish for Instructional Support to assist content teacher instruction and intervention support for identified EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

District Funded
Classified Instructional/Support Staff (Including Benefit)
12.1 - Bilingual Instructional Aid - Spanish

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LEARNERS

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - English Learners

English Learners will increase or maintain their English Language proficiency level as measured by the ELPAC. English Learners, including Reclassified students, will also demonstrate an increase in English Language Arts (ELA) as measured by CAASPP and S-MAP. By English Learners demonstrating an increased level of English Language proficiency and ELA, there will be an increase in reclassifications and a decrease in LTEL 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.

Based on the comprehensive needs assessment, all students at LPHS require continued support to meet grade-level ELA standards. Significant achievement gaps persist among Hispanic, Socioeconomically Disadvantaged (SED), LTELs, English Learner (EL), and Students with Disabilities (SWD) groups compared to the overall student population. There is a consistent need to strengthen students' abilities in understanding literary and nonfiction texts, producing clear and purposeful writing, using common assessments, providing timely and meaningful feedback, and implementing evidence-based interventions to improve achievement, particularly for ELs, LTELs, and SWDs.

To address these needs, LPHS will refine and implement consistent English instructional strategies grounded in evidence-based practices. In reading, strategies will include previewing text and establishing prior knowledge, teaching close reading and annotation techniques, and providing practice with challenging texts containing complex ideas and information. In writing, LPHS will continue to emphasize argumentative writing through an explicit model-practice-reflect cycle, using writing assessments to inform instruction and deliver meaningful feedback. Additionally, developing academic vocabulary remains a schoolwide priority, especially for English Learners. To support language acquisition and academic success, LPHS will continue implementing structured collaborative group activities that offer explicit opportunities for students to practice and apply academic vocabulary across all subject areas. Professional development will be a critical focus in supporting these efforts. General education teachers will receive training on applying direct and targeted instruction strategies and incorporating SWD accommodations to ensure all students have access to grade-level reading and writing standards. ELA teachers will receive continued professional development on best practices for differentiating Designated ELD instruction to support Expanding and Bridging ELs, At-Risk LTELs, LTELs, and RFEP students. Additionally, professional development for all teachers will emphasize the use of AVID's WICOR framework (Writing, Inquiry, Collaboration, Organization, and Reading to Learn) to deepen students' understanding of academic content and strengthen their ability to express ideas verbally and in writing at increasingly complex levels. To further improve academic achievement, LPHS will implement schoolwide WICOR strategies, including Focused Note-Taking and Kagan cooperative learning structures. These strategies, along with the identified reading and writing practices, will be used consistently across all

departments to support all student groups. Finally, LPHS recognizes the need to reduce the number of students earning Fs during the final grading period and requiring summer school for course recovery. Moving forward, LPHS is committed to refining and expanding these instructional practices to foster an inclusive, high-achieving learning environment where all students can master grade-level standards and meet language proficiency.

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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard) ELPI 1a English Learner Progress Indicator 1b Long Term EL Progress Indicator	Metric/Indicator (2025 CA Dashboard) ELPI 1a English Learner Progress Indicator: 50% of ELs making progress towards English language proficiency 1b Long Term EL Progress Indicator: 61.8% of LTELs making progress towards English language proficiency	Metric/Indicator (2025 CA Dashboard) ELPI 1a English Learner Progress Indicator: Increase 3% or higher of ELs making progress towards English language proficiency 1b Long Term EL Progress Indicator: 3% or higher of LTELs making progress towards English language proficiency
Metric/Indicator (2024-25 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL 2b Summative ELPAC Level 4-LTEL	Metric/Indicator (2024-25 CAASPP-ELPAC) 2a Summative ELPAC Level 4-19.85% of ELs are at level 4 2b Summative ELPAC Level 4-33.90% of LTELs are at level 4	Metric/Indicator (2024-25 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL: increase 3% or higher of ELs at level 4 2b Summative ELPAC Level 4-LTEL: increase 3% or higher of LTELs at level 4
Metric/Indicator (SIS) 3a 2024-25 English Learner Reclassification Rate	Metric/Indicator (SIS) 3a 2024-25 English Learner Reclassification Rate: 14 students reclassified	Metric/Indicator (SIS) 3a 2024-25 English Learner Reclassification Rate: 28 or more students reclassified

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD for all ELs (including Dually Identified) until reclassified, LTELs, EL and RFEP monitoring and reclassification.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students

Activity

English Learner Advisory Committee and LPHS Staff will review ELPAC Assessments and identify the progress of students in grades 9-12 at the beginning of the school year and analyze MAP ELA data disaggregated 3 times a year to monitor student achievement and identify students needing additional support, including "At Risk", LTEL, and Reclassified Students.

1.1 LPHS Staff will review ELPAC, CAASPP ELA, and MAP ELA data, LTEL data, and grades to identify students not meeting the reclassification process due to ELPAC overall level, CAASPP ELA or MAP not meeting ELA standards, or English grades lower than a C. In addition, staff will review CAASPP and MAP ELA data and English grades to ensure reclassified students are making adequate progress. In English PLC meetings, teachers will use the disaggregated English Learner data to determine focus skills/standards in Reading and Writing, modifying pacing and lesson plans.

1.2 All teachers, including ELD teachers, will use Aeries Student Group data and ELlevation to create class profiles to monitor English Learner progress and to create differentiated lesson plans and ISPEL forms to differentiate instructional strategies.

1.3 The EL Program Facilitator will collaborate with English teachers to determine Tier 2 intervention placement and exit criteria for identified English Learners, including "At Risk", LTEL, and Reclassified Students not meeting Reading and Writing standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 1.1- Data analysis to improve lessons and student achievement
0	District Funded 1.2 Use of ELlevation to monitor EL progress and differentiate lessons
0	District Funded

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students

Activity

LPHS ELA & ELD teachers will begin to develop common lessons and regularly review English Learner data, including "At Risk", LTEL, and Reclassified Students to measure progress (common assignments, student work samples, etc.) and develop interventions and lessons using Study Sync supplemental curriculum, and other instructional materials will be incorporated. LPHS teachers meet three times a month in PLC meetings, once a month in department meetings, and once a month in staff meetings in course-like and grade-level groups. In addition, all other content teachers will monitor English learner students not meeting progress (ISPEL), reclassified students (RFEP), and long-term English Learners (LTELs) by creating class profiles.

2.1 ELA teachers will review student MAP ELA data disaggregated for English Learners to measure progress and will include common assignments, student work samples, etc., and develop interventions and/or differentiated lessons.

2.2 ELA teachers. EL Program Facilitator and counselors will monitor Reclassified students' progress for four years to develop individualized goal setting for each student (RFEP Monitoring).

2.3 English Learner students will meet with counselors to review their progress to become reclassified. Scores and progress monitoring (ISPEL) will be discussed, and goal setting with students and counselors once a year. Also, counselors will monitor reclassified students once a semester (RFEP monitoring) and meet with students and their families not making adequate progress.

2.4 ELD teacher utilizes Edge Placement Test and Reading Gains assessments to provide an individualized level of instruction and support. In addition, appropriate language development scaffolding will occur based on the identified student language needs.

2.5 ELA and ELD teachers will collaboratively develop common lessons and evidence-based practices (activating prior knowledge, previewing text, close reading/annotation, challenging texts) and one writing strategy (model-practice-reflect cycle for argumentative writing). aligned to the Common Core State Standards (CCSS) and corresponding rubrics. Lessons will also be aligned with essential skills/standards to ensure consistency and rigor for all students. StudySync online curriculum supplements, along with other instructional materials, will be incorporated to support instruction and differentiate learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 2.1 Analyze disaggregated data to measure EL student progress
0	None Specified 2.2 Monitor RFEP student progress
0	None Specified 2.3 EL students meet with counselors to review progress to reclassification
0	None Specified 2.4 Edge Placement Test and Reading Gains assessment to assess ELs
0	District Funded 2.6 - See ELA Strategy 2.4

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Staff will be able to attend ELD professional development to differentiate content giving EL, including "At Risk", LTEL, and Reclassified Students access to rigorous core curriculum and meet academic standards, and use assessments to monitor student progress, and for professional growth.

3.1 Professional Development to address English Learners will occur at staff meetings and department meetings as training sessions by the HLPUSD Multilingual Department and outside conferences and workshops (i.e. LACOE, CAFE, etc.)

3.2 Substitutes will be provided to allow teachers to attend professional training that supports schoolwide literacy and the development of student ownership. These opportunities may include, but are not limited to, training from Elevated Achievement Group (8 days), Kagan (2 days), AVID (2 days), CAFE (3 days), as well as other relevant conferences and workshops.

3.3 Provide parents the opportunity to attend CAFE conference or other conferences to support English Learner student achievement, skills training, and child advocacy. (i.e. conference fees, parking).

3.4 Professional development opportunities on how to best utilize the Fundamentals and Edge as support to Study Sync will be available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Professional Development (Conferences & Workshops) 3.1 - See ELA Strategy 3.1
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 3.2 - See ELA Strategy 3.2
1,052	Title I Parent Involvement Professional Development (Conferences & Workshops) 3.3 Parent Conference to Support Student Achievement
0	District Funded 3.4 District professional development on Fundamentals and Edge

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Hiring various staff positions will provide ongoing instructional assistance and support for teachers as well as scheduling the AVID coordinator to train staff in implementing WICOR (reading and writing to learn) AVID strategies

4.1 Multilingual TOSAs and AVID coordinator meet with the staff to review procedures and instructional strategies to assist EL students in improving their academic progress

4.2 Multilingual Department TOSA supports ELD teachers in planning rigorous, relevant, and engaging lessons with adequate scaffolding and evidence-based instructional strategies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 4.1 Support staff review best practices to support EL students
0	District Funded 4.2 Multilingual TOSA supports ELD teachers

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

LPHS will participate in professional learning communities and vertical articulation with quad-feeder middle schools.

5.1 Continuing with WASC recommendations, staff training on PLC processes and structures will continue to strengthen both vertical and horizontal alignment within departments. PLC collaboration time is scheduled three times per month, with one additional department meeting per month. Teachers will regularly review student data, including common assignments, student work samples, MAP data, and grades, to monitor progress for all students, including English Learners (ELs) and LTELs. Based on this data, teachers will develop targeted interventions and lessons, incorporating StudySync online curriculum supplements and other instructional materials to support differentiated instruction.

5.2 Departments collaborate on lesson design, writing & speaking rubrics, student data, student achievement, D/F grades, and common assessments. This includes strategies for all students. Sync online curriculum supplements as well as other instructional materials will be incorporated.

5.3 Vertical Articulation within content courses during PLC meetings and grade level during staff meetings to share student achievement data and strategies for improvement. Also to discuss reading and writing standards-based instructional supports for all students, including English Learners and LTELs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 5.1 - PLC activities
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.2 See ELA Strategy 3.2
0	District Funded 5.3- Vertical articulation within content areas during staff meetings

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Vertical articulation and guidance presentations to help in transition planning and interventions.

6.1 Guidance counselor presentations to the feeder middle schools will occur annually as part of the registration process, including an 8th Grade Parent Night meeting to provide parents an overview on how LPHS will prepare their student for College and Career.

6.2 Vertical Articulation with feeder middle schools (Sparks & Sierra Vista), teachers, and counselors will meet twice a year to share English Learner achievement data and strategies for improvement and to discuss ELD standards-based instructional supports for Designated ELD.

6.3 Articulation between ELD, ELA, and other content teachers to review the progress of ELs and review the implementation of Integrated ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 6.1 - Guidance counselor presentations and outreach to middle schools
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.2 - See ELA Strategy 6.2
0	District Funded 6.3 Articulation between ELD, ELA and other content teachers

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Extended ELA learning activities for instructional and intervention support, as well as academic events and competitions that enhance experiences for all students.

7.1 WICOR will continue to serve as a core set of evidence-based learning support structures, incorporating instructional strategies in the areas of Writing and Reading to Learn. WICOR provides a learning model that helps all students, especially English Learners (ELs) and Students with Disabilities (SWD), comprehend complex concepts and articulate ideas at increasingly higher levels. In addition to continuing the implementation of Focused Note-Taking, staff will receive training on Kagan Cooperative Learning Structures to further enhance student engagement and collaborative learning.

7.2 Teacher extra hours will be allocated to staff the Academic Outreach Program and Saturday school, providing students with additional content support in all subject areas, including ELA, after school. Students will be identified through the PLC process using assessment data and placement criteria, allowing teachers to develop targeted interventions for those not meeting reading and writing standards..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 7.1 - See ELA Strategy 7.1
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 7.2 - See ELA Strategy 7.3

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Academic intervention strategies, strategic Master Schedule development, and additional teacher hours to support the regular core program and assist All English Learners, including "At Risk", LTEL, and Reclassified Students in meeting the reclassification criteria and adequate progress.

8.1 There will be an emphasis on developing Academic Language and Vocabulary using Kegan collaborative structures in the classroom. Teachers will intentionally identify the targeted cooperative learning structure and academic language for designated lessons.

8.2 Continue to implement two-hour block ELD courses with 2 identified English teachers to plan and deliver designated ELD.

8.3 Utilization of the SFT referral process for students who need additional academic or social/emotional support and development of student success plans. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

8.4 Teacher extra hours will be available to staff the Academic Outreach Program which enables all students to receive additional content support for English Learners in all subject areas. English Learners, including "At Risk", LTEL, and Reclassified Students, will be identified during the PLC process using assessment data and placement criteria to develop interventions for students not meeting the reclassification criteria or making adequate academic progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 8.1 - Implementation of academic language and vocabulary using Kagan
0	None Specified 8.2 - Designated ELD courses for Emerging level ELs
0	None Specified 8.3 - Utilization of SFT referral process
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 8.4 - See ELA Strategy 7.3

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Academic instructional strategies and practices, as well as intervention tools and processes to assist English Learners, including "At Risk", LTEL, and Reclassified Students in meeting the reclassification criteria and adequate progress.

9.1 Use of WICOR (reading and writing to learn) strategies, graphic organizers, focused note-taking, intentionally front-loading academic vocabulary, and scaffolding instruction to assist in reading and writing across all content areas. Provide training on Kagan Cooperative Learning strategies to support all students, including English Learners (ELs) and Students with Disabilities (SWD), in collaborating effectively and using academic vocabulary in meaningful classroom interactions for a variety of purposes.

9.2 Implementation and monitoring of the SFT referral process for students in Tier 3 and the development of student success plans. For LTELs, plan and schedule a parent meeting to monitor

student progress. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

9.3 ELD teachers will provide targeted literacy support by implementing four reading strategies (activating prior knowledge, previewing text, close reading/annotation, challenging texts) and one writing strategy (model-practice-reflect cycle for argumentative writing).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Professional Development (Conferences & Workshops) 9.1 - See ELA Strategy 9.1
0	None Specified 9.2 - Implementation and monitoring of SFT referral process
0	District Funded 9.3 - See ELA Strategy 2.4

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Hardware, software, supplemental instructional supports, and wellness checks for all students to assist them with closing achievement gaps.

10.1 Per the WASC recommendation, LPHS will establish an MTSS Team to design a consistent framework for academic and behavioral supports, strengthen Tier 1 classroom practices, and develop effective Tier 2 and Tier 3 interventions. The training will include release time during the school day for the team to create and refine the LPHS MTSS framework, as well as paid time for staff to participate in MTSS training sessions.

10.2 Provision of laptops & hotspots to include all English Learners, including "At Risk", LTEL, and Reclassified Students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 10.1 - Implement MTSS strategies with ELs and RFEP students
0	District Funded 10.2 - Laptops provided to all students

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Parent meetings, opportunities for parent involvement, and input into the SPSA. Parents and all educational partners have input into the needs assessment, goals, budget, and assessments of our site plan.

11.1 English Learner Advisory Council members provide input and feedback to SSC on the EL Plan in the SPSA, including needs assessment, goals, activities/strategies and budget. ELAC also monitors EL and RFEP student achievement aligned to the CA Dashboard indicators

11.2 Provide parent resource material, handouts, and information documents for parents of English Learners, including "At Risk", LTEL, and Reclassified Students.

11.3 Conduct parent Meetings to share expectations, college and career information, and program supports (i.e. grade level, AVID, Title 1, Cash for College, LPHS Bridge to Success etc.) including an 8th Grade Parent Night meeting to provide parents an overview of how LPHS will prepare their student for College and Career.

11.4 Host WASC Parent/Student Meetings and Coffee with the Principal Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 11.1 - ELAC provides input to SSC on EL Plan in the SPSA
0	Title I Parent Involvement Supplemental Supplies 11.2 - See ELA Strategy 11.2
0	None Specified 11.3 - Conduct parent meetings
0	None Specified 11.4 - WASC meetings and Coffee with the Principal

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

The hiring of additional classified staff to support English Learners, including "At Risk," LTEL, and Reclassified Students and their families.

12.1 Bilingual Aide in Spanish for Instructional Support to assist content teacher instruction and intervention support for identified EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
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0	District Funded Classified Instructional/Support Staff (Including Benefit) 12.1 - See ELA Strategy 12.1
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Goals, Strategies, & Proposed Expenditures

Goal Subject

SCHOOL CLIMATE & ENGAGEMENT

LEA/LCAP Goal

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

School Goal - School Climate

All students, particularly SED, English Learners, Students with Disabilities (SWD), and Homeless students will increase students to be positively engaged in school and learning by increasing the graduation rate, college and career readiness, and decreasing the number of suspensions and expulsions.

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.

Based on the comprehensive needs assessment, the suspension rate at LPHS decreased by 5% for all students and student groups. However, Long-Term English Learners (LTELs) and students with Disabilities (SWDs) continue to demonstrate higher suspension rates than the overall student population. While the graduation rate increased for all students, there is a continued need to monitor and support students to reduce the dropout rate, which currently stands at three students, to zero. All students must remain actively and positively engaged in school to continue making progress toward graduation and meeting college and career readiness indicator. As a result, there is a need to provide ongoing support, timely feedback, and evidence-based interventions to increase engagement and achievement for all students, including English Learners, LTELs, and SWDs. The highest priority area identified is improving student attendance. The overall attendance rate for all students is 92.27%. Still, the chronic absenteeism rate is high at 27.8% and mirrors that of nearly all student groups, except for SWDs, whose chronic absenteeism rate is higher at 38.5%. Chronic absenteeism may be closely linked to students' feelings of connectedness, engagement, and sense of belonging at school. To address these challenges, LPHS will provide targeted professional development for general education teachers on reapplying and consistently implementing behavioral accommodations for SWDs, with ongoing monitoring of classroom practices. Additional professional development will focus on best practices for proactive classroom management strategies and fostering positive student-teacher relationships, particularly with ELLs, LTELs, and SWDs. Furthermore, to strengthen engagement and reduce absenteeism, LPHS will develop and implement a Multi-Tiered System of Supports (MTSS) Behavior Framework. Through this system, teachers, counselors, and interventionist will collaborate to identify Tier 1, Tier 2, and Tier 3 strategies and students for support based on multiple data sources, including class performance, the chronic absenteeism list, the California Healthy Kids Survey (CHKS), and results from a Universal Screener administered schoolwide twice a year. The data gathered will be used to drive timely interventions

and Support and Focused Team (SFT) meetings, ensuring early identification of at-risk students and the provision of targeted support to improve attendance, engagement, and academic success.

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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard)- Suspension Rate 1a All Students 1b Low Income 1c English Learner 1d LTEL 1e Foster Youth 1f SWD	Metric/Indicator (2025 CA Dashboard)- Suspension Rate 1a All Students: 1.4% suspended at least one day 1b Low Income: 1.4% suspended at least one day 1c English Learner: 2.5% suspended at least one day 1d LTEL: 2.2% suspended at least one day 1e Foster Youth: N/A 1f SWD: 0.7% suspended at least one day	Metric/Indicator (2025 CA Dashboard)- Suspension Rate 1a All Students: Decrease by 1% or more 1b Low Income Decrease by 1% or more 1c English Learner Decrease by 1% or more 1d LTEL 1e Foster Youth: N/A 1f SWD: Decrease by 1% or more
Metric/Indicator (2025-26 CHKS-Overall Perception) 2a "Safe or Very Safe" Grade 9 2b "Safe or Very Safe" Grade 11	Metric/Indicator (2025-26 CHKS-Overall Perception) 2a "Safe or Very Safe" Grade 9: 60% 2b "Safe or Very Safe" Grade 11: 54%	Metric/Indicator (2025-26 CHKS-Overall Perception) 2a "Safe or Very Safe" Grade 9: Increase by 5% or higher 2b "Safe or Very Safe" Grade 11: Increase by 4% or higher
Metric/Indicator (2025-26 CHKS-Overall Connectedness) 3a "Agree/Strongly Agree" Grade 9 3b "Agree/Strongly Agree" Grade 11	Metric/Indicator (2025-26 CHKS-Overall Connectedness) 3a "Agree/Strongly Agree" Grade 9: 48% 3b "Agree/Strongly Agree" Grade 11: 47%	Metric/Indicator (2025-26 CHKS-Overall Connectedness) 3a "Agree/Strongly Agree" Grade 9: Increase by 5% or higher 3b "Agree/Strongly Agree" Grade 11: Increase by 4% or higher
Metric/Indicator (2025 CA Dashboard)- Graduation Rate 4a All Students 4b Low Income 4c English Learner 4d Long Term EL 4e Foster Youth 4f SWD	Metric/Indicator (2025 CA Dashboard)- Graduation Rate 4a All Students: 97.1% graduated 4b Low Income: 97.5% graduated 4c English Learner: 87.9% graduated 4d Long Term EL: N/A 4e Foster Youth: N/A 4f SWD: 100% graduated	Metric/Indicator (2025 CA Dashboard)- Graduation Rate 4a All Students: Increase by 1% or more 4b Low Income: Increase by 1% or more 4c English Learner: Increase by 5% or more 4d Long Term EL: N/A 4e Foster Youth: N/A 4f SWD: maintain at 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (DataQuest) 2024-25 4 yr. Adjusted Cohort Dropout Rate 5a All Students 5b Low Income 5c English Learner 5d Foster Youth 5e SWD	Metric/Indicator (DataQuest) 2024-25 4 yr. Adjusted Cohort Dropout Rate 5a All Students: 0.5% dropouts 5b Low Income: 0.5% dropouts 5c English Learner: 0.0% dropouts 5d Foster Youth: N/A 5e SWD: 0.0% dropouts	Metric/Indicator (DataQuest) 2024-25 4 yr. Adjusted Cohort Dropout Rate 5a All Students: Decrease by 0.5% dropouts 5b Low Income: Decrease by 0.5% dropouts 5c English Learner: Decrease by 0.5% dropouts 5d Foster Youth: N/A 5e SWD: Maintain at 0.0% dropouts
Metric/Indicator (SIS)-2024-25 Attendance Rate 6a 9-12 All Students 6b 9-12 Low Income 6c 9-12 English Learner 6d 9-12 Foster Youth 6e 9-12 SWD	Metric/Indicator (SIS)-2024-25 Attendance Rate 5a 9-12 All Students: 91.52% 5b 9-12 Low-income: 91.95% 5c 9-12 English Learner: 92.51% 5d 9-12 Foster Youth: 88.42% 5e 9-12 SWD: 90.25%	Metric/Indicator (SIS)-2024-25 Attendance Rate 6a 9-12 All Students: Increase by 2% or more 6b 9-12 Low Income: Increase by 2% or more 6c 9-12 English Learner: Increase by 2% or more 6d 9-12 Foster Youth: Increase by 2% or more 6e 9-12 SWD: Increase by 2% or more
Metric/Indicator (SIS) 2024-25 Chronic Absenteeism Rate 7a 9-12 All Students 7b 9-12 Low Income 7c 9-12 English Learner 7d 9-12 Foster Youth 7e 9-12 SWD	Metric/Indicator (SIS) 2024-25 Chronic Absenteeism Rate 7a 9-12 All Students 7b 9-12 Low Income 7c 9-12 English Learner 7d 9-12 Foster Youth 7e 9-12 SWD	Metric/Indicator (SIS) 2024-25 Chronic Absenteeism Rate 7a 9-12 All Students 7b 9-12 Low Income 7c 9-12 English Learner 7d 9-12 Foster Youth 7e 9-12 SWD

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

LPHS staff reviews school climate data and participates in data disaggregation by student groups, including English Learners, SWD, and Homeless students at the beginning and throughout the school year.

1.1 Staff reviews attendance, discipline, and graduation rate data, a-g data, annually during staff meetings to show students' progress in grades 9-12.

1.2 LPHS Attendance/Discipline Committee reviews tardy and attendance data to amend existing school policy and develop MTSS system levels 1, 2, and 3.

1.3 LPHS reviews the California Healthy Kids Survey (CHKS) at the first staff meeting to increase student engagement and identify students who need additional social-emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 1.1 Data analysis to monitor student progress in attendance, discipline, grad rate, a-g requirements
0	None Specified 1.2 Attendance Committee reviews data to develop and implement MTSS
0	None Specified 1.3 Staff reviews Healthy Kids Survey results

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Counselors will review MAP data, end-of-grading period grades, and A-G data to develop 4-year student plans and annual individual advisement student conference meetings and parent meetings.

2.1 Counselors will review attendance, CHKS, Universal Screener, credit completion, MAP student profile, and A-G data to monitor and support student College/Career Indicator progress and the four-year plan of all students, including English Learners, SWD, and homeless students.

2.2 Use student and parent survey data to monitor student and parent engagement to modify/improve instruction and school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

2.1 Counselors review listed data to monitor student progress toward graduation

0

None Specified

2.2. Use of student and parent data to improve instruction and school culture

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Staff will attend content and program-specific professional development to assist with school climate strategies and programs.

3.1 Staff will receive MTSS training on identifying and creating Academic and Behavior Tier 1 and Tier 2 interventions and training on how to read and use the Universal Screening data.

3.2 Staff will receive training on how to implement restorative practices rooted in equity, justice, and opportunity and how to apply the LPHS Behavior Matrix to create a safe and welcoming learning environment (contractual time)

3.3 Professional Development - Counselor training to provide students with college and career readiness information (UC/CSU, Community College, NCAA, CTE workshops, other career and college guidance conferences, fees, mileage, parking) as well as social-emotional counseling

3.4 Professional Development - conferences and workshops to support staff and counselors with instruction, college readiness, accreditation, and assessments (CCSS Seminars, ERWC, WASC, AVID, AP, LACOE, COACH Foreign Language Project, CABE, CMC Math Conference, NGSS, UC/CSU, NCAA Workshops, CASBO, AERIES, MTSS, PBIS, Universal Screener, etc) - conference fees, lodging, mileage. Staff will be required to share the information obtained with the whole staff during meetings throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Professional Development (Conferences & Workshops) 3.1 - See ELA Strategy 10.1
0	None Specified 3.2 - Restorative practice training (contractual time)
0	LCFF S&C Professional Development (Conferences & Workshops) 3.3 - See ELA Strategy 3.1
0	LCFF S&C Professional Development (Conferences & Workshops) 3.4 - See ELA Strategy 3.1

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Release time for teachers and school counselors to collaborate for extended periods as a PLC/departments

4.1 The District Student Family TOSA and MTSS TOSA will provide ongoing, site-specific professional development for staff to support the implementation of instructional best practices to increase student engagement and attendance, including building strong relationships, creating welcoming classroom environments, maintaining consistent routines, and using proactive instructional practices that motivate students to participate. These strategies include three reading approaches. The Tech TOSAs will continue to support teachers in using the Aeries Early Warning System to monitor student progress.

4.2 Purchase supplies and printing materials for staff training and implementing restorative practices to reduce the number of behavior referrals and suspensions, including English Learners, SWD, and homeless students.

4.3 Fingerprinting of Parent Volunteers who are low-income.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 4.1 - Ongoing, site-specific PD from district TOSAs
12,970.00	LCFF Base Supplemental Supplies 4.2 Purchase Supplies and Printing of Materials
1,000.00	Title I Parent Involvement Supplemental Supplies 4.3 Fingerprinting Cost for low income families

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

LPHS will participate in professional learning communities and vertical articulation with quad-feeder middle schools.

5.1 Continuing with WASC recommendations, staff training on PLC processes and structures will continue to strengthen both vertical and horizontal alignment within departments. PLC collaboration time is scheduled three times per month, with one additional department meeting per month. Teachers will regularly review student data, including common assignments, student work samples, MAP data, and grades, to monitor progress for all students, including English Learners (ELs) and Students with Disabilities (SWD). Based on this data, teachers will develop targeted interventions and lessons, incorporating StudySync online curriculum supplements and other instructional materials to support differentiated instruction.

5.2 Departments collaborate on lesson design, writing & speaking rubrics, student data, student achievement, D/F grades, and common assessments. This includes strategies for all students. Sync online curriculum supplements as well as other instructional materials will be incorporated.

5.3 Vertical Articulation within content courses during PLC meetings, and grade level during staff meetings to share student achievement data and strategies for improvement. Also to discuss reading and writing standards-based instructional supports for all students, including English Learners and SWD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 5.1 - PLC activities
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.2 See ELA Strategy 3.2
0	District Funded 5.3- Vertical articulation within content areas during staff meetings

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red”

or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

- Vertical articulation and guidance presentations to help in transition planning and interventions.
- 6.1 Guidance counselor presentations to the feeder middle schools will occur annually as part of the registration process, including an 8th Grade Parent Night meeting to provide parents an overview on how LPHS will prepare their student for College and Career.
- 6.2 Vertical Articulation with feeder middle school teachers and counselors will occur twice a year to share student achievement data and strategies for improvement and to discuss standards-based instructional supports for all students.
- 6.3 Participation of Special Education Teachers and Administrators in IEP transition meetings for students in 8th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 6.1 - Guidance counselor presentations and outreach to middle schools
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 6.2 See ELA 6.2
0	District Funded 6.3 - Participation of SpEd teachers and admin at IEP transition meetings for 8th grade students

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Supplemental supplies, dues, and security services for extended learning activities for instructional and intervention support, as well as academic events and competitions that enhance experiences for all students.

7.1 Materials for Project-Based Learning Modules for after-school and Saturday School Intervention programs (construction paper, paint, handouts, printing, color ink.)

7.2 General Office Supplies, Diplomas, Awards, Athletics, Renaissance, VAPA, ASB, Student Agendas

7.3 Printing and supplies for participation in curriculum supports, such as AVID (including copy machines lease and repair fees)

7.4 Printing Awards, Promotional Material, General Printing, Summer Mailer

7.5 Additional materials and supplies to support extended learning - \$12.048 Lottery

7.6 Professional Dues - WASC, College Board, CIF State & Section Dues

7.7 Professional Dues - AVID Dues

7.8 Medical/Athletic Trainer Supplies for athletics and the nurse's office

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
10,610.00	Supplemental Supplies 7.1 Materials for Project Based Learning Modules (construction paper, paint, handouts, printing, student agendas)
15,318.00	LCFF S&C Supplemental Supplies 7.2 Awards, Diplomas, Renaissance, VAPA, ASB Supplies
12,764.00	LCFF Base Supplemental Supplies 7.3 Printing and Supplies for AVID, English Learner Program
5,000.00	LCFF Base Supplemental Supplies

	7.4 General Printing
1,300.00	LCFF Base Contracted Services 7.6 Professional Dues such as WASC
6,000.00	Title I, Part A Contracted Services 7.7- Professional Dues AVID
900.00	LCFF Base Supplemental Supplies 7.8 Medical/Athletic Trainer Supplies for athletics and the nurse's office

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Support services and curricular access to ensure students are meeting a-g, graduation requirements, College/Career Indicator, and access to CTE Pathways.

8.1 Counselors conduct yearly individual student conferences with all students to review A-G, credit checks, college/career indicator planning, and revision of the 4-year academic planner to ensure students have post-secondary success and are meeting graduation requirements.

8.2 Articulation between LPHS and Valley Alternative High School to provide a systematic transition between the schools to assist credit-deficient students with meeting graduation requirements and credit recovery. This includes the alignment of course offerings in both master schedules.

8.3 Marketing of VAPA and CTE full-sequenced programs to motivate students in a career field and add life-long experiences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

	8.1 Counselors meet yearly with students to review progress toward graduation
0	None Specified
	8.2 Articulation between LP and Valley Continuation re transitioning credit deficient students
0	District Funded
	8.3 Marketing VAPA and CTE programs

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Academic instructional strategies and practices as well as intervention tools and processes to assist all students.

9.1 Develop and implement MTSS academic framework to identify Tier 1, Tier 2, and Tier 3 strategies, schoolwide strategies, and students based on a variety of assessments, including using the Universal Screening and CHKS data, attendance data, behavior data, grades, and MAP data.

9.2 Implementation and monitoring of the SFT referral process for students in Tier 2 and the development of student success plans. For SWD, plan and schedule an Addendum IEP meeting to monitor student progress. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks using Aeries Watchlist.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

LCFF S&C
Professional Development (Conferences & Workshops)
9.1 - See ELA Strategy 10.1

0	None Specified
	9.2 - Implementation and monitoring of SFT referral process

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Instructional support, refinement of attendance and discipline plans, and committee participation to assist in developing support for all students to help close achievement gaps and promote student success.

10.1 Refinement of a school-wide attendance plan outlining steps for intervention and remediation steps for students which may include SART, SARB, and DA Mediation for MTSS Tier 1, Tier 2 and Tier 3 support

10.2 Refinement of a school-wide discipline plan outlining steps for intervention and remediation steps for intervention for all students including English Learners, SWD, and Homeless students for MTSS Tier 1, Tier 2, Tier 3 support

10.3 Safety Committee to assess the school climate and school site needs.

10.4 HDMI Cables, Keyboard, Powercords, Technology under \$500 and Furniture items

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified
	10.1 Refinement of school attendance plan
0	None Specified
	10.2 Refinement of school discipline plan
0	None Specified

	10.3 Safety Committee assesses school climate and site needs
2,000.00	LCFF Base Supplemental Supplies 10.4 Computer Equipment

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Parent meetings, opportunities for parent involvement and input into the SPSA. Parents and all educational partners have input into the needs assessment, goals, budget, and assessments of our site plan.

11.1 School Site Council Meetings - members develop, approve, monitor implementation and effectiveness of strategies and evaluate the School Plan for Student Achievement

11.2 Provide parent resource material, handouts, and information documents for parents, including parents of English Learners, long-term English Learners (LTELs), SWD, and Homeless students.

11.3 Conduct parent Meetings to share expectations, college, and career information, and program supports (i.e., grade level, AVID, Title 1, Cash for College, LPHS Bridge to Success etc.)

11.4 Host WASC Parent/Student meetings and Coffee with the Principal meetings-Light Refreshments, Coffee with the Principal parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 11.1 - SSC meetings
0	Title I Parent Involvement Supplemental Supplies 11.2 - See ELA 11.2

0	None Specified 11.3 - Conduct parent meetings
0	None Specified 11.4 - WASC meetings and Coffee with the Principal

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Hiring of additional classified staff to support underperforming students and their families.

12.1 Bilingual Aide in Spanish for Instructional Support to assist content teacher instruction and intervention support for identified EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0.00	District Funded Classified Instructional/Support Staff (Including Benefit) 12.1 - See ELA Strategy 12.1

Budget Summary

Complete the Budget Summary Table below. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary Table

Description	Amount
Total Title I Funds Provided to the School Through the ConApp (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$47,212.00
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$47,212.00
Total CSI Funds Provided to the School from the LEA	\$
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	\$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$2,552.00
Title I, Part A	\$44,660.00

Subtotal of federal funds included for this school: \$47,212.00

State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$10,610.00
District Funded	\$0.00
LCFF Base	\$48,192.00
LCFF S&C	\$84,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$142,802.00

Total of federal, state, and/or local funds for this school: \$190,014.00

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

Expenditures by Funding Source

Funding Source	Amount
	10,610.00
District Funded	0.00
LCFF Base	48,192.00
LCFF S&C	84,000.00
None Specified	0.00
Title I Parent Involvement	2,552.00
Title I, Part A	44,660.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books (Excluding core textbooks)	0.00
Certificated Staff (Including benefits)	0.00
Classified Instructional/Support Staff (Including Benefit)	0.00
Contracted Services	41,600.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	3,000.00
Professional Development (Conferences & Workshops)	37,234.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	10,258.00
Supplemental Supplies	61,062.00
Teacher Release Time-Subs (Including benefits)	24,360.00
Teacher Workshop/Additional Hrs (Including benefits)	12,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Professional Development (Conferences & Workshops)		0.00
Supplemental Supplies		10,610.00
	District Funded	0.00
Books (Excluding core textbooks)	District Funded	0.00
Certificated Staff (Including benefits)	District Funded	0.00
Classified Instructional/Support Staff (Including Benefit)	District Funded	0.00
Contracted Services	LCFF Base	1,300.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	LCFF Base	3,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF Base	10,258.00
Supplemental Supplies	LCFF Base	33,634.00
Contracted Services	LCFF S&C	32,500.00
Professional Development (Conferences & Workshops)	LCFF S&C	36,182.00
Supplemental Supplies	LCFF S&C	15,318.00
	None Specified	0.00
Professional Development (Conferences & Workshops)	Title I Parent Involvement	1,052.00
Supplemental Supplies	Title I Parent Involvement	1,500.00
Contracted Services	Title I, Part A	7,800.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	24,360.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	12,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	115,959.00
Goal 2 - Math	5,141.00

Goal 3 - English Learner
Goal 4 - School Climate

1,052.00
67,862.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement Job Title: Employee Name:	
Funding Resource: Title I Percent FTE:	Funding Resource: Percent FTE:

2025-2026 School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student-first name
Dr. Lisa Lopez	X				
Diori Jones		X			
Michelle Riggs		X			
Christopher Valin		X			
Cristina Oliva		X			
Sarah Gonzalez			X		
Kim Strickland				X	
Mercedes Gonzalez				X	
Laura Ochoa				X	
Emily					X
Jorge					X
Serenity					X
Numbers of members of each category:					

Elementary SSC Composition: 10 members. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.

Secondary SSC Composition: 12 members. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2025-2026 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Dr. Cristina Prado	X			
Liliana Valencia			X	
Laura Ochoa			X	
Araceli Martinez			X	
Reyna Portillo				X
Yaneth Hernandez			X	
Margarita Colunga				X
Jim Lane		X		
Sandra Tenorio		X		
Numbers of members of each category:				

ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

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 school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

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: April 21, 2026

Attested:



Principal, Dr. Lisa Lopez on 4/21/26



SSC Chairperson, Michelle Riggs on 04/21/26

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on 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>

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE’s guidance “Using Evidence to Strengthen Education Investments”)

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: <https://www.evidenceforessa.org/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>

Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s) .

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

9. If answered, “continuing” to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered “new” to question #4, write “NA”

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

\$

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE’s guidance “Using Evidence to Strengthen Education Investments”)

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: <https://www.evidenceforessa.org/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>

Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

9. If answered, “continuing” to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered “new” to question #4, write “NA”

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

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Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

Resource Inequities

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

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

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement of identified student groups. Using the What Works Clearinghouse link, <https://ies.ed.gov/ncee/wwc/> describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

Educational Partner's Involvement

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

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

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

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

Annual Evaluation

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Goals, Strategies, & Proposed 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.

Goal

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

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

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies and Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy using the “Strategy #” for ease of reference.

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

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

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

Students to be Served by this Strategy

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- **Total Title I Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of Title I 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. This amount is manually inputted.
- **Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all Title I 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. This amount is manually inputted.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

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

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	Title I, Part A: A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. Schoolwide (SWP) Program: To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.
State Funding/ Local Control Funding Formula	Purpose
LCFF – Supplemental & Concentration	LCFF Supplemental & Concentration Funds: Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.

Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
 - A. Timely information about programs under Title I, Part A;
 - B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School-Parent/Family Compact

La Puente High School, and the parents of the students participating in activities, services, and programs funded by TITLE I agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

This School-Parent Compact will be in effect during 2026 - 2027 school year.

School Responsibilities

We, the staff members of La Puente High School, want our students to succeed, and we understand that we have a responsibility to help ensure their success. To demonstrate our commitment to this goal, we will adhere to the following guidelines:

La Puente High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards as follows:**
 - The school will provide a safe, secure environment, which nourishes the teaching and learning process.
 - Staff members will maintain a positive attitude to encourage and motivate students to continuously improve.
 - Staff members will assist students with decision making and planning needed for graduation and achieving their goals.
 - Teachers will provide their classes with work that is challenging, meaningful and relevant.
 - Teachers will promote both collaborative and independent learning among students.
 - Staff members will respect and value each of their students, maintaining a completely objective outlook when evaluating them.
 - If a teacher is to be absent from school, that teacher will provide a lesson and materials that allow the class to maintain continued progress.
 - Teachers will model proper expectations for students.
 - The handbook will be available online and at the school by request.
- 2. Hold regularly scheduled parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - School-wide conferences will be held following the first six week marking period of each semester.
 - The school will communicate schedule changes to parents before those changes are completed.
- 3. Provide parents with frequent reports on their children's progress.**
 - Teachers will clearly communicate the behavior and performance standards for achieving success in their classes and the school will provide progress reports at six-week intervals.
 - School staff will identify struggling students and work with the students, and their parents, to identify intervention strategies to help them recover before they become failing students.
 - Teachers will keep AERIES and Canvas updated regularly and in a timely manner so that parents/families can have access to recent grades and progress.
- 4. Provide parents reasonable access to staff.**
 - School staff will be accessible and available to parents and students to discuss any concerns they may have.
 - School staff members are committed to communicating with parents and students. When parents communicate a concern regarding their student's progress, staff will respond within 48-72 hours or two to three working days.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**
 - A list of opportunities to volunteer & participate will be maintained in the office.
 - Parents who wish to participate as a volunteer should contact the office about state and district requirements.

School-Parent/Family Compact

Student Responsibilities

I, (print your name) _____, want to succeed, and I understand that I must take individual responsibility for my own success. To demonstrate my commitment to this goal, I will adhere to the following guidelines:

1. I will maintain a positive attitude; respect myself, my peers, the school's staff and all school property.
2. I will adhere to school policy regarding conduct and dress.
3. I will strive to attend school regularly, arrive on time and maintain satisfactory citizenship.
4. I accept personal responsibility for my use of the District network and any issued electronic devices (including laptops and hotspots), and follow all rules and procedures in the Acceptable Use Policy.
5. I will be productive in all of my classes. Productive means being on task and carrying out the teacher's instruction to the best of my ability.
6. I will set aside a reasonable amount of time for studying and completing all work on time.
7. If I am absent from school it will be my responsibility to make-up missed work.
8. I will request guidance and help from the school's staff, my peers, and/or parents if my grades fall below "C" level.
9. I will notify my parents prior to seeking a schedule change.
10. I will take pride in my endeavors and my school. I will strive for excellence, and will demonstrate academic integrity and honesty.
11. I MUST enroll in summer school if graduation requirements are not met during the regular school term.

Parent/Family Responsibilities

We, as parents, will support our children's learning in the following ways:

As a parent, I realize that I am an integral part of my student's progress from the beginning through the end of school. Throughout the year I will make a commitment to my student's education that will be visible in the following ways:

1. I will work with school staff to motivate, encourage and support my student in meeting his or her educational goals.
2. I will, to the best of my ability, attend all conferences *and other scheduled parent meetings*, and maintain open communication with school staff regarding issues related to my student's progress.
3. I will insist that my student is punctual and attends school regularly *and monitor their attendance*. **AFTER TEN DAYS, A DOCTOR'S NOTE MAY BE REQUIRED.**
4. I will provide a suitable learning environment *to minimize distractions so that my student can fulfill their academic responsibilities*.
5. I will check on my student's schoolwork and progress on a regular basis *by communication with my student's teachers through all available resources, such as AERIES, Canvas, email, mail, note, or telephone*.
6. I will encourage positive work habits and continually emphasize the importance of *education*, recognizing school as work, appreciating and rewarding effort and presenting education as a lifelong process.
7. I agree that students are most successful when there is a cooperative effort between parents and school personnel in a spirit of shared responsibility and accountability.
8. Parents will model proper expectations for students.
9. In order to ensure the safety of all students, I will abide by California vehicle code and school zone laws.

Signatures:

School personnel will sign a poster which will be displayed in the office.

Printed Name of Student

Signature

Date

Printed Name of Parent

Signature

Date

Title I School-Level Parent and Family Engagement Policy

La Puente High School

2026-2027

2.0 With approval from the local governing board, La Puente High School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. La Puente High School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and school need to collaborate to help children adjust to the responsibilities of being successful students. This policy has been developed with the input of parents and students. It describes the means of carrying out parental involvement requirements under 20 USC 6318 Section 1118(a)-(f) inclusive. The school has distributed the policy to the parents and family members of all children served under Title I, Part A. by sending it home at the beginning of the school (20 United States Code [U.S.C.] Section [§] 6318[b][1])

Research has shown that involvement by parents as partners in their children's education contributes greatly to student achievement and conduct.

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent Involvement with the school is most effective when it is supportive, long-lasting and well-planned.
5. The benefits of parent involvement for students are not limited to early childhood or the elementary grades; positive benefits continue on through high school, and beyond.
6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff of La Puente High School believes that the education of its students is a responsibility shared with parents and families. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Academic Standards.

Parents shall have the responsibility and opportunity to work with the schools in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at La Puente High School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, one in the morning and one in the evening, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) Two annual meetings, which all parents are encouraged to attend, shall be held in September at times and dates that are convenient for the parent community. The written notice (in English & Spanish) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents who are unable to attend these meetings will be provided information about TITLE I programs by individual request.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]) These meetings will include:

- Parent Education Workshops
- Coffee With the Principal
- ELAC meetings
- Back To School Night
- Parent Conferences
- College Nights
- Community Schools Advisory Committee
- Individual meetings with counselors
- Annual TITLE I Meetings
- School Site Council
- Grade-Level Meetings
- Freshman Parent Orientation
- Counselor Symposium

Parents will be kept informed regarding the progress of students in the core academic program. Through SSC meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy, school plan and shared decision-making committee.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Parents will be informed on an ongoing basis about student support programs, classroom activities and school events through various communication methods

(AERIES, Canvas, ParentSquare email and phone messages, the school web page, school newsletter, marquee, and flyers mailed home and/or sent home with students). Parents will be given an opportunity to provide suggestions for school improvement and receive information and training on family and education-related topics to assist them with their children.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- Annual TITLE I Meetings
- School Site Council
- Coffee With the Principal
- ELAC meetings
- Back To School Night
- School Website
- ParentSquare Weekly Updates
- Canvas

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B]). These opportunities would include:

- Coffee With the Principal
- ELAC meetings
- Back To School Night
- College Nights
- Individual meetings with counselors
- School Site Council
- Grade-Level Meetings
- Freshman Parent Orientation
- Canvas

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]). These opportunities would include:

- Coffee With the Principal
- ELAC meetings
- Back to School Night
- College Nights
- Individual meetings with counselors
- Parent Education Workshops
- School Site Council
- Community Schools Advisory Committee
- Counselor Symposium

- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]). These opportunities would include:

- Parent Education Workshops
- ELAC meetings
- Back To School Night
- College Nights
- Individual meetings with counselors
- Community Schools Advisory Committee
- School Site Council
- Counselor Symposium

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

2.3 Accessibility

La Puente High School, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in the parents' home language. (20 U.S.C. § 6318[f])

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
 1. Parent-teacher conferences twice per year, following the first six-weeks marking period each semester, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D]) **It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*