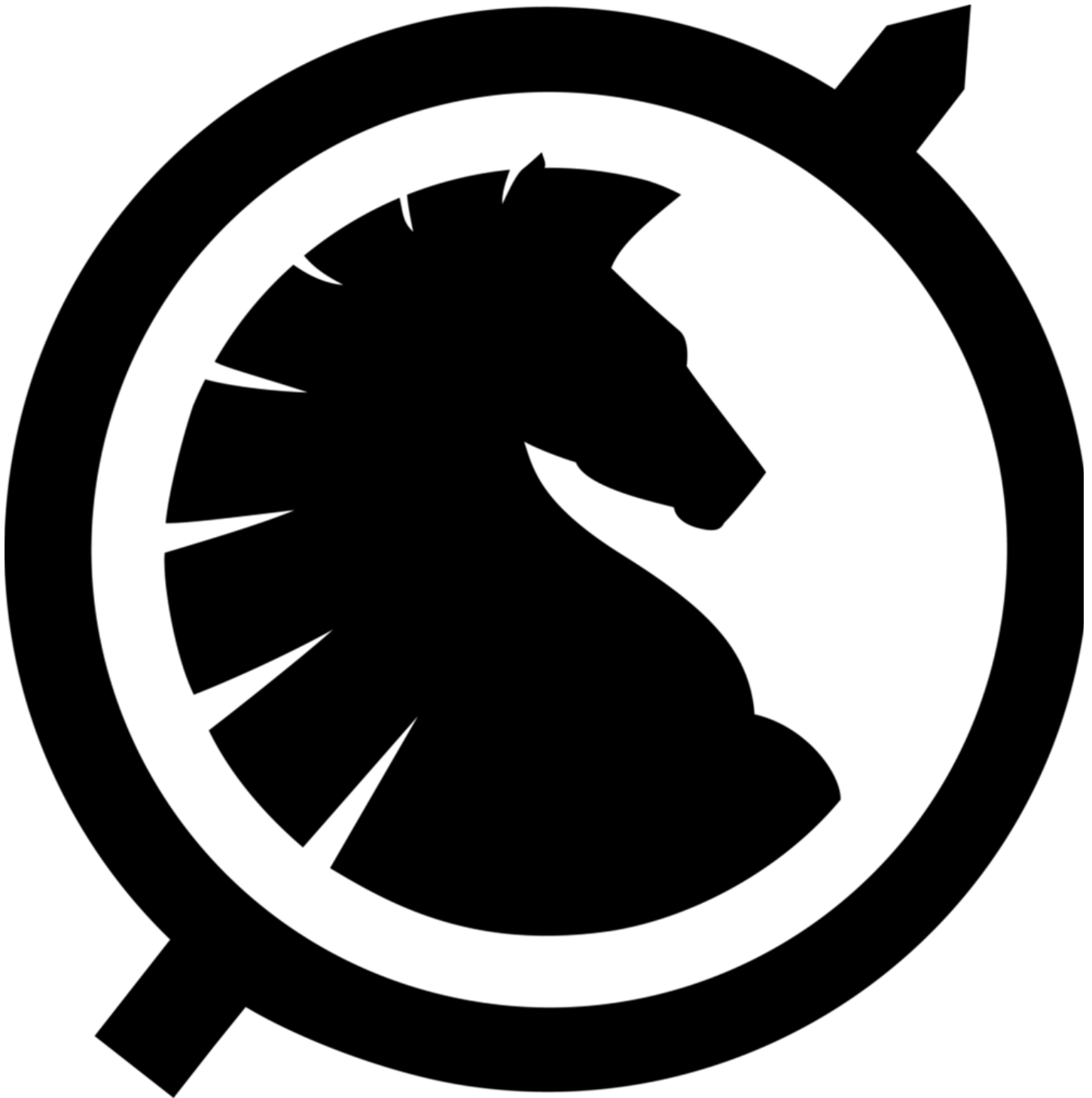


School Year: 2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Middle School	37-68189-6038350	May 2025	

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

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

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

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

This plan is being used by Lakeside Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

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

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Plan Description

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

This plan is being used by Lakeside Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

LMS school site plan aligns with district board and LCAP goals in student achievement, twenty first century learning, and social emotional supports by monitoring student achievement data and social emotional data. LMS is also working with all stakeholders to monitor any achievement gaps and restructuring systems that may cause inequality for certain student groups. Data will be monitored by staff and school site council and adjustments made as deemed necessary

Educational Partner Involvement

How, when, and with whom did Lakeside Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

LMS' School Site Council (SSC) meets regularly during the school year as part of a cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds). LMS' school goals are based upon a comprehensive needs assessment that includes the analysis of state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals. Input and advice is solicited from school advisory committees including the ELAC and Instructional Leadership team, and school site council. The LMS SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeside Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.04%	0.89%	0.69%	7	6	5
African American	2.96%	2.36%	3.18%	20	16	23
Asian	1.33%	1.33%	1.52%	9	9	11
Filipino	2.22%	1.48%	1.93%	15	10	14
Hispanic/Latino	35.21%	35.75%	34.81%	238	242	252
Pacific Islander	0.3%	0.44%	0.55%	2	3	4
White	51.78%	52.58%	52.62%	350	356	381
Two or More Races	5.18%	5.17%	4.70%	35	35	34
Not Reported	0%	%	%	0		
Total Enrollment				676	677	724

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	219	258	243
Grade 7	201	222	256
Grade 8	256	197	225
Total Enrollment	676	677	724

Conclusions based on this data:

1. Declining enrollment in all groups.
2. Subgroup numbers remain consistent.
3. Hispanic / Latino groups showing slight increase year to year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	53	41	48	7.8%	6.1%	6.6%
Fluent English Proficient (FEP)	50	47	65	7.4%	6.9%	9.0%

Conclusions based on this data:

1. Number of English Learners stabilized over past three years
2. Number of Fluent English Proficient showing slight decrease
3. RFEP remains steady.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	220	250	246	215	238	239	215	238	239	97.7	95.2	97.2
Grade 7	203	218	253	198	212	234	198	212	234	97.5	97.2	92.5
Grade 8	252	200	225	234	191	218	234	191	218	92.9	95.5	96.9
All Grades	675	668	724	647	641	691	647	641	691	95.9	96	95.4

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 6	2504.	2511.	2522.	8.84	15.55	15.48	33.95	25.21	33.47	26.05	32.35	28.03	31.16	26.89	23.01
Grade 7	2549.	2542.	2551.	10.10	12.74	14.10	41.92	38.21	39.74	27.27	25.94	23.93	20.71	23.11	22.22
Grade 8	2549.	2555.	2560.	12.39	9.95	11.47	31.20	38.74	42.20	30.34	30.37	24.77	26.07	20.94	21.56
All Grades	N/A	N/A	N/A	10.51	12.95	13.75	35.39	33.54	38.35	27.98	29.64	25.62	26.12	23.87	22.29

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 6	13.95	14.71	16.74	55.35	56.72	56.49	30.70	28.57	26.78	
Grade 7	14.14	12.74	15.38	66.67	67.45	68.38	19.19	19.81	16.24	
Grade 8	16.24	13.09	17.43	57.69	61.26	59.17	26.07	25.65	23.39	
All Grades	14.84	13.57	16.50	59.66	61.62	61.36	25.50	24.80	22.14	

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 6	10.28	15.55	12.13	59.35	55.88	62.34	30.37	28.57	25.52
Grade 7	20.20	25.47	24.36	60.10	50.94	52.56	19.70	23.58	23.08
Grade 8	14.10	17.80	11.01	56.41	58.12	65.14	29.49	24.08	23.85
All Grades	14.71	19.50	15.92	58.51	54.91	59.91	26.78	25.59	24.17

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 6	8.84	13.03	14.23	73.49	65.13	71.13	17.67	21.85	14.64
Grade 7	8.59	14.15	11.54	80.81	72.17	76.07	10.61	13.68	12.39
Grade 8	13.25	15.71	14.68	76.50	76.44	73.39	10.26	7.85	11.93
All Grades	10.36	14.20	13.46	76.82	70.83	73.52	12.83	14.98	13.02

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 6	13.02	13.87	13.39	64.65	68.07	70.71	22.33	18.07	15.90
Grade 7	17.68	12.26	20.94	66.16	68.87	62.82	16.16	18.87	16.24
Grade 8	16.24	14.14	21.10	71.37	75.92	61.93	12.39	9.95	16.97
All Grades	15.61	13.42	18.38	67.54	70.67	65.27	16.85	15.91	16.35

Conclusions based on this data:

1. Percentage of students above standard in all claims decreasing.
2. Overall percentage exceeding standards decreasing in grades 6 & 7, remains steady in grade 8
3. Percentage not meeting standard in reading showing sharp increase resulting in a need of increased reading intervention.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	220	250	246	214	239	240	214	239	240	97.3	95.6	97.6
Grade 7	203	218	253	199	212	231	199	212	231	98.0	97.2	91.3
Grade 8	252	200	225	235	190	214	235	190	214	93.3	95	95.1
All Grades	675	668	724	648	641	685	648	641	685	96.0	96	94.6

* 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 6	2487.	2494.	2488.	6.54	11.30	10.42	16.36	14.64	15.83	38.79	35.15	34.58	38.32	38.91	39.17
Grade 7	2510.	2515.	2518.	10.55	7.08	11.69	20.60	23.58	22.51	31.16	39.15	32.90	37.69	30.19	32.90
Grade 8	2526.	2515.	2524.	12.34	8.42	12.15	17.87	21.58	13.08	27.23	25.79	35.51	42.55	44.21	39.25
All Grades	N/A	N/A	N/A	9.88	9.05	11.39	18.21	19.66	17.23	32.25	33.70	34.31	39.66	37.60	37.08

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 6	7.94	9.21	8.75	50.93	44.35	44.17	41.12	46.44	47.08
Grade 7	10.55	11.79	12.99	56.78	59.43	50.65	32.66	28.77	36.36
Grade 8	12.34	6.84	7.01	48.94	50.53	52.34	38.72	42.63	40.65
All Grades	10.34	9.36	9.64	52.01	51.17	48.91	37.65	39.47	41.46

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 6	6.07	10.46	6.67	57.48	53.97	59.17	36.45	35.56	34.17
Grade 7	9.55	6.60	9.96	59.30	64.62	60.61	31.16	28.77	29.44
Grade 8	11.49	10.00	8.41	63.83	60.53	67.76	24.68	29.47	23.83
All Grades	9.10	9.05	8.32	60.34	59.44	62.34	30.56	31.51	29.34

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 6	7.48	10.88	8.75	69.16	61.92	60.00	23.36	27.20	31.25
Grade 7	11.56	8.49	8.66	59.30	68.87	67.97	29.15	22.64	23.38
Grade 8	8.09	10.00	9.81	64.26	68.42	65.89	27.66	21.58	24.30
All Grades	8.95	9.83	9.05	64.35	66.15	64.53	26.70	24.02	26.42

Conclusions based on this data:

1. Percentage of students above standard declining in all claims.
2. Percentage at or near standard for communicating reasoning showing slight increase
3. Overall for met or exceeded remaining steady, slight increase in number not meeting standard.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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
6	1519.1	1533.5	1550.8	1534.8	1563.1	1576.1	1502.6	1503.4	1524.9	16	16	15
7	*	1551.6	1561.5	*	1574.2	1597.7	*	1528.6	1525.0	9	16	15
8	1567.3	*	1566.8	1587.2	*	1583.4	1547.0	*	1549.7	26	9	11
All Grades										51	41	41

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
6	12.50	25.00	33.33	37.50	37.50	33.33	37.50	25.00	20.00	12.50	12.50	13.33	16	16	15
7	*	37.50	40.00	*	37.50	33.33	*	12.50	26.67	*	12.50	0.00	*	16	15
8	38.46	*	36.36	26.92	*	36.36	19.23	*	27.27	15.38	*	0.00	26	*	11
All Grades	27.45	31.71	36.59	29.41	34.15	34.15	29.41	21.95	24.39	13.73	12.20	4.88	51	41	41

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
6	43.75	56.25	60.00	43.75	31.25	26.67	6.25	12.50	0.00	6.25	0.00	13.33	16	16	15
7	*	62.50	73.33	*	37.50	13.33	*	0.00	13.33	*	0.00	0.00	*	16	15
8	53.85	*	72.73	26.92	*	9.09	7.69	*	9.09	11.54	*	9.09	26	*	11
All Grades	45.10	56.10	68.29	39.22	36.59	17.07	5.88	4.88	7.32	9.80	2.44	7.32	51	41	41

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
6	6.25	0.00	13.33	0.00	18.75	26.67	31.25	43.75	26.67	62.50	37.50	33.33	16	16	15
7	*	0.00	6.67	*	31.25	13.33	*	43.75	46.67	*	25.00	33.33	*	16	15
8	11.54	*	9.09	30.77	*	27.27	26.92	*	45.45	30.77	*	18.18	26	*	11
All Grades	7.84	0.00	9.76	19.61	24.39	21.95	31.37	41.46	39.02	41.18	34.15	29.27	51	41	41

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	
6	12.50	12.50	33.33	75.00	62.50	53.33	12.50	25.00	13.33	16	16	15	
7	*	18.75	40.00	*	62.50	40.00	*	18.75	20.00	*	16	15	
8	26.92	*	9.09	53.85	*	81.82	19.23	*	9.09	26	*	11	
All Grades	19.61	19.51	29.27	56.86	58.54	56.10	23.53	21.95	14.63	51	41	41	

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	
6	87.50	87.50	86.67	0.00	6.25	0.00	12.50	6.25	13.33	16	16	15	
7	*	100.00	86.67	*	0.00	13.33	*	0.00	0.00	*	16	15	
8	76.92	*	81.82	11.54	*	9.09	11.54	*	9.09	26	*	11	
All Grades	80.39	87.80	85.37	7.84	7.32	7.32	11.76	4.88	7.32	51	41	41	

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	
6	6.25	0.00	13.33	0.00	43.75	26.67	93.75	56.25	60.00	16	16	15	
7	*	12.50	6.67	*	31.25	40.00	*	56.25	53.33	*	16	15	
8	30.77	*	27.27	26.92	*	18.18	42.31	*	54.55	26	*	11	
All Grades	17.65	4.88	14.63	23.53	39.02	29.27	58.82	56.10	56.10	51	41	41	

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
6	12.50	6.25	13.33	75.00	75.00	73.33	12.50	18.75	13.33	16	16	15
7	*	6.25	6.67	*	81.25	80.00	*	12.50	13.33	*	16	15
8	7.69	*	0.00	73.08	*	90.91	19.23	*	9.09	26	*	11
All Grades	9.80	4.88	7.32	74.51	78.05	80.49	15.69	17.07	12.20	51	41	41

Conclusions based on this data:

1. Overall Language shows many students at level 3.
2. Writing domain showing largest growth.
3. Reading domain showing least growth.

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.

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
724	39%	6.6%	0.3%
Total Number of Students enrolled in Lakeside Middle 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	48	6.6%
Foster Youth	2	0.3%
Homeless	2	0.3%
Socioeconomically Disadvantaged	282	39%
Students with Disabilities	127	17.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	3.2%
American Indian	5	0.7%
Asian	11	1.5%
Filipino	14	1.9%
Hispanic	252	34.8%
Two or More Races	34	4.7%
Pacific Islander	4	0.6%
White	381	52.6%

Conclusions based on this data:

1. Socioeconomically disadvantaged population is large

2. Hispanic population is significant percentage.

3. White population is significant percentage.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism area of concern for all students
2. Mathematics and ELA are areas of concern.
3. Suspension rates are an area of concern

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		
<p>All Students</p> <p>Green</p> <p>5 points below standard</p> <p>Increased 8.3 points</p> <p>675 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>41.6 points below standard</p> <p>Increased 17 points</p> <p>69 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>88.6 points below standard</p> <p>Increased 31 points</p> <p>29 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>26 points below standard</p> <p>Increased 12.8 points</p> <p>289 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>90 points below standard</p> <p>Increased 15.8 points</p> <p>125 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>49.3 points below standard</p> <p>Declined 38.7 points</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>32.9 points above standard</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>27.8 points below standard</p> <p>Increased 3 points</p> <p>234 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.8 points above standard</p> <p>Declined 9.3 points</p> <p>34 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>Green</p> <p>10.1 points above standard</p> <p>Increased 12.2 points</p> <p>358 Students</p>

Conclusions based on this data:

1. Area of concern are English learners.
2. Students with disabilities and area of major concern.
3. SED students are an area of concern.

School and Student Performance Data

Academic Performance Mathematics

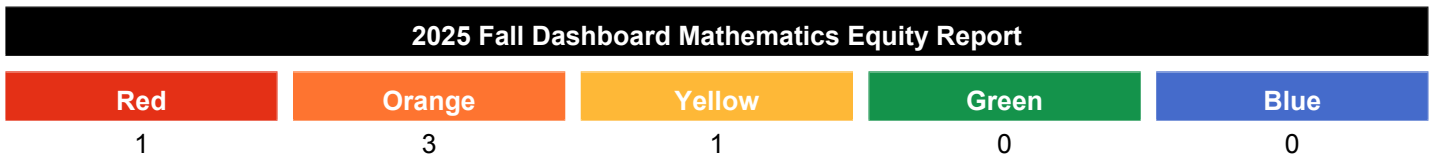
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>57.4 points below standard</p> <p>Maintained 1.1 points</p> <p>665 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>110.7 points below standard</p> <p>Increased 11.8 points</p> <p>71 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>162.2 points below standard</p> <p>Declined 13.4 points</p> <p>29 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>82.3 points below standard</p> <p>Maintained -0.1 points</p> <p>286 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>147.8 points below standard</p> <p>Maintained -0.4 points</p> <p>123 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>120.2 points below standard</p> <p>Declined 70 points</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>31.7 points below standard</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>84.1 points below standard</p> <p>Increased 4.3 points</p> <p>231 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>69.2 points below standard</p> <p>Declined 39.3 points</p> <p>34 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>Orange</p> <p>40.8 points below standard</p> <p>Maintained 2.2 points</p> <p>354 Students</p>

Conclusions based on this data:

1. Area of concern are English Learners progress.
2. Students with disabilities is an area of concern.

School and Student Performance Data

Academic Performance Science

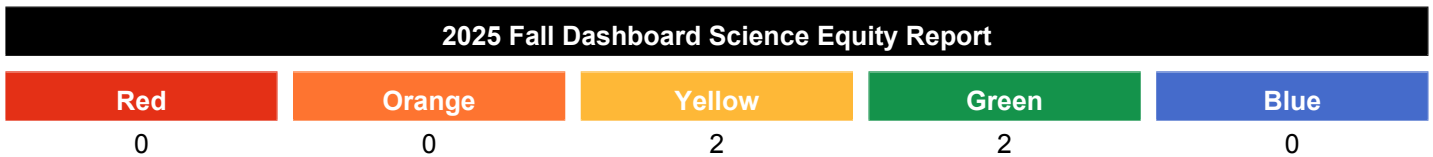
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>56.8 science points</p> <p>Maintained 1 points</p> <p>209 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>50.8 science points</p> <p>Increased 7.8 points</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>54.7 science points</p> <p>Increased 4.2 points</p> <p>87 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>42.3 science points</p> <p>Increased 3.2 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>51.8 science points</p> <p>Declined 2.3 points</p> <p>83 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>59.3 science points</p> <p>Increased 15.1 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>58.6 science points</p> <p>Maintained 0.9 points</p> <p>100 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 76.3 making progress. Number Students: 38 Students	Long-Term English Learner Progress  No Performance Color 79.2 making progress. Number Students: 24 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
7.9%	15.8%	10.5%	65.8%

Conclusions based on this data:

1. High percentage decreased one level, 18.2%
2. Significant number progressed one level, 40.9 %
3. 40.9 % maintained

School and Student Performance Data

Academic Engagement Chronic Absenteeism

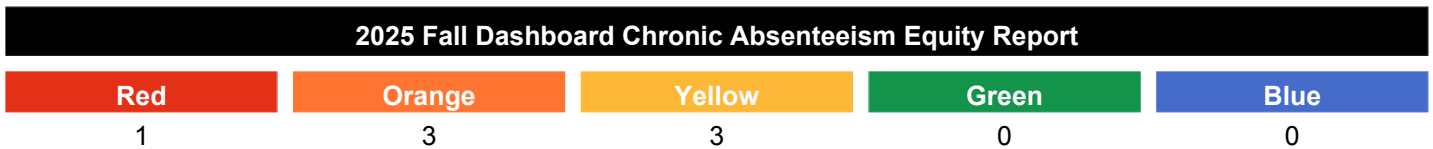
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p>All Students</p> <p>Yellow</p> <p>17.9% Chronically Absent</p> <p>Declined 0.5</p> <p>743 Students</p>	<p>English Learners</p> <p>Orange</p> <p>27.5% Chronically Absent</p> <p>Declined 5.9</p> <p>51 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>18.8% Chronically Absent</p> <p>Declined 27.9</p> <p>32 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>24.3% Chronically Absent</p> <p>Declined 2.7</p> <p>329 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>27.4% Chronically Absent</p> <p>Declined 0.5</p> <p>135 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Increased 2.4</p> <p>25 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>18.2% Chronically Absent</p> <p>Increased 9.1</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>24.4% Chronically Absent</p> <p>Increased 2.6</p> <p>262 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>11.4% Chronically Absent</p> <p>Declined 13.6</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>Yellow</p> <p>14.7% Chronically Absent</p> <p>Declined 1.4</p> <p>387 Students</p>

Conclusions based on this data:

1. All student groups showed an increase and this is an area of concern.
2. SED students showed increase
3. SWD students showed significant increase

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

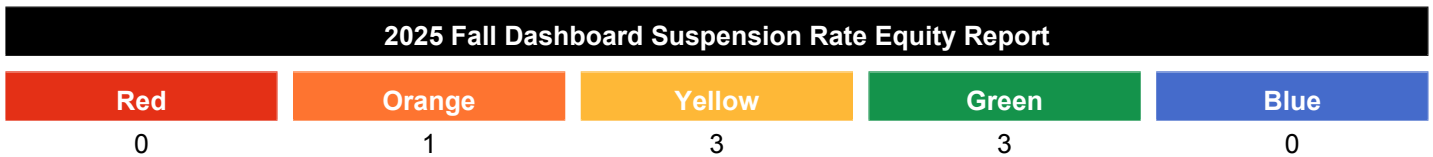
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This section provides number of student groups in each level.



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		
<p>All Students</p>  <p>Green</p> <p>5% suspended at least one day</p> <p>Declined 1.2%</p> <p>756 Students</p>	<p>English Learners</p>  <p>Green</p> <p>2% suspended at least one day</p> <p>Declined 6.2%</p> <p>51 Students</p>	<p>Long-Term English Learners</p>  <p>Green</p> <p>3.1% suspended at least one day</p> <p>Declined 9.8%</p> <p>32 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>8.7% suspended at least one day</p> <p>Declined 0.3%</p> <p>334 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>8.9% suspended at least one day</p> <p>Declined 0.6%</p> <p>135 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.9%</p> <p>25 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>Increased 9.1%</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>4.5% suspended at least one day</p> <p>Declined 3.2%</p> <p>268 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>8.3% suspended at least one day</p> <p>Maintained 0%</p> <p>36 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>Yellow</p> <p>5.3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>393 Students</p>

Conclusions based on this data:

1. High suspension rates for all groups.
2. SWD suspension rates above average.
3. White students suspension rates increased.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English/Language Arts

By Winter 2025, ALL students not proficient in reading comprehension of informational text on the Winter 2024 MAP assessment will increase their RIT score by at least 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal # 1 - Academic Achievement -ELA

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.

We need to have multiple measures of assessments to ensure we know where students are, how much we want/need them to grow throughout the year, and determine how we are going to ensure our students have academic growth throughout the school year. We also need a clear PLC process to ensure teachers are analyzing the assessments and discussing what standards do not understand.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher generated assessments . MAPS and reading assessment.	MAPS RIT scores Sixth Grade - 211.7 Seventh Grade 214.8 Eighth Grade 218.2	All grade levels and sub groups will increase by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will teach lessons based on teacher developed matrices twice weekly for at least 45 minutes. Teacher generated assessments will monitor growth and teachers will monitor number of weekly minutes.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Release time 4600

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF Base 4000-4999: Books And Supplies Materials: software and curriculum 500 Title I 4000-4999: Books And Supplies Title I 1000-1999: Certificated Personnel Salaries Title I None Specified
1.2	The school will provide a support class of a minimum of 2 days per week to English learners, Students with Disabilities, and other students identified as below expectations will be provided an extra period of reading support.	English Learners, students with disabilities	4290 Title I 4000-4999: Books And Supplies Support supplies for EL Class 1500 Title I 1000-1999: Certificated Personnel Salaries Support classes for students not reaching standard specifically EL students and students with disabilities. 5000 Title I 1000-1999: Certificated Personnel Salaries Tutoring before school and after school

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Using Winter to winter data is more reliable. Spring MAPS data is not often accurate as students have had too many assessments at the end of the year.

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

No major differences.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By Winter 2025, ALL students will show 10% growth from the Winter 2024 to Winter 2025 MAP assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement - Math

Identified Need

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

Need is based on MAPS scores, CAASPP scores and teacher created assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAPs assessment	MAPS RIT average score 6th grade - winter 2024 212.6 7th grade - winter 2024 217.4 8th grade - winter 224.6	All students and student sub groups will demonstrate 10% growth in average RIT scores as measured by MAPS assessment

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teacher developed common assessments on ratios and proportional reasoning will be given to students at least three times per year. Teachers will increase percentage of instructional time devoted on ratios and proportional reasoning from 15 % of instructional time to 20% of instructional time. Teachers will track instructional time on weekly basis.	All students	14000 Title I 5800: Professional/Consulting Services And Operating Expenditures Staff Development - Math Transformations 1277.32 Title I 1000-1999: Certificated Personnel Salaries Release time, analyze data, create assessments, staff development
2.2	Support classes for students not achieving standards. Teachers will recommend students for	Available to all students	0 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	support classes based on classroom assessments. Students will receive support classes at least one period for at least one trimester.		1000-1999: Certificated Personnel Salaries Support classes - teacher on prep 659.00 LCFF Base 1000-1999: Certificated Personnel Salaries Release time to work with students not achieving standards
2.3	Provide programs that will support the math goal by using CPM materials in depth for struggling students. Extra support for students not meeting performance expectations as measured by classroom assessments and benchmark assessments. Students will receive support for one period per week.	Students with disabilities.	10,000.00 Title I 4000-4999: Books And Supplies Materials - on line programs 200.00 LCFF Base 4000-4999: Books And Supplies 1880.68 Title I 5800: Professional/Consulting Services And Operating Expenditures Math transformations, consultant work specifically with teachers that work with students with disabilities.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Using Winter to winter data is more reliable. Spring MAPS data is not often accurate as students have had too many assessments at the end of the year.

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

No major differences

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Socio-Emotional

Based on data from 2024 / 2025 California Healthy Kids survey, our school will increase in student empathetic behaviors, and in their "care deeply" score from the initial survey as measured by school connectedness and caring adult relationships on the survey by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Socio-emotional well-being / attendance

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 previous year's California Healthy Kids survey, there is a need for social emotional supports for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	CHKS survey of caring adults will increase from 58% to 68%	At least 10% improvement on key indicators
Attendance rates improve by at least 10%	Current attendance rates are at 94.5%	Expected outcome is to increase to 96%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Crew - All students will meet in CREW class once per week. Saturday academies will provide extra support for students and increase attendance rates.	All students	1000.00 Title I 1000-1999: Certificated Personnel Salaries Time to develop school plan for social emotional needs (CREW) 2000 Title I 1000-1999: Certificated Personnel Salaries Extra support for Saturday Academies. 1000.00 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies Supplemental Curriculum 0 1000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Staff Development - pay teachers to provide staff development and lessons 0 LCFF Base 5800: Professional/Consulting Services And Operating Expenditures 0 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures 3500 Title I
3.2	All students will experience Rachel's Challenge assembly ro promote school concreteness	All students	
3.3			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Using California Healthy Kids Survey to monitor effectiveness.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Enrichment

LMS will increase student participation in enrichment opportunities by 10% from the 2024/25 to 2025/26 school year, with enrollment growing from 150 to 165 students. During the school day, all students will have access to Project Lead the Way and Agriculture Science courses. After-school programs in music, robotics, technology, dance, and drama will also be offered. Additionally, arts programs will expand in alignment with Proposition 28. Success will be measured by course enrollment numbers.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD will provide students access to varied enrichment opportunities.

Identified Need

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

Provide multiple after school and in school opportunities in arts, science, technology, etc. to connect students to school to increase connections to 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	Increased enrollment	Access to all students will increase.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	After / Before school enrichment such as music, dance, robotics, technology, and drama. Enrollments will increase by at least 10% over 24/25 enrollments. Classes will be offered at least once per week.	All students including socioeconomically disadvantaged and other subgroups.	5505.00 LCFF Base 1000-1999: Certificated Personnel Salaries Arts Enrichment - After school arts and technology programs
4.2	Immersion programs will be available during school and before school as monitored by enrollment.	All students	1628.54 LCFF Base 1000-1999: Certificated Personnel Salaries Before and after school programs. 1000.00 LCFF Base 5000-5999: Services And Other Operating Expenditures Immersion programs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.3	Enrichment - CTE Program enrollment will increase 10% over 24/25 enrollment.	All students	1000.00 LCFF Base 4000-4999: Books And Supplies PLTW program enrollment and materials 3500.00 Unrestricted Lottery 4000-4999: Books And Supplies Lottery science materials
4.4	Instructional Strategies - Academic Interventions for all students available after or before school	All students	1500.00 LCFF Base 1000-1999: Certificated Personnel Salaries Planning time for interventions 3000.46 LCFF Base 4000-4999: Books And Supplies Technology supplies, classroom budgets 35225.00 Unrestricted Lottery 4000-4999: Books And Supplies Teacher budgets
4.5	Additional Counseling support to low SES and EL students during June 2023 as monitored by counselor conference log. Number of conferences will increase 10% over June 2022 number.	Low SES students, students with disabilities	2000.00 Title I 1000-1999: Certificated Personnel Salaries Counselor support 0 Unrestricted Lottery 4000-4999: Books And Supplies 1462 Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Teacher Support
4.6	Create new arts programs during the school day		94100 Prop 28 1000-1999: Certificated Personnel Salaries
4.7			0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF Base 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$205,333.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$49,948.00
Title I Parent Involvement	\$505.00

Subtotal of additional federal funds included for this school: \$50,453.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$20,593.00
LCFF Supplemental	\$0.00
Prop 28	\$94,100.00
Unrestricted Lottery	\$40,187.00

Subtotal of state or local funds included for this school: \$154,880.00

Total of federal, state, and/or local funds for this school: \$205,333.00

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
LCFF Base	20,593.00	0.00
Unrestricted Lottery	40,187.00	0.00
Prop 28	148,728.00	54,628.00
Title I	49,948.00	0.00
Title I Parent Involvement	505.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	20,593.00
LCFF Supplemental	0.00
Prop 28	94,100.00
Title I	49,948.00
Title I Parent Involvement	505.00
Unrestricted Lottery	40,187.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	118,631.86
4000-4999: Books And Supplies	64,815.46
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,880.68
5900: Communications	505.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF Base	9,292.54
4000-4999: Books And Supplies	LCFF Base	10,300.46
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	0.00
1000-1999: Certificated Personnel Salaries	Prop 28	94,100.00
	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title I	13,777.32
4000-4999: Books And Supplies	Title I	15,790.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,880.68
5900: Communications	Title I Parent Involvement	505.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	1,462.00
4000-4999: Books And Supplies	Unrestricted Lottery	38,725.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,890.00
Goal 2	28,017.00
Goal 3	8,500.00
Goal 4	149,921.00
Goal 5	2,005.00

School Site Council Membership

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

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

Name of Members	Role
Mike Dotson	Principal
Audrey Lent	Classroom Teacher
Leslie Proctor	Classroom Teacher
Richard Fortin	Classroom Teacher
Marta Rico	Other School Staff
Ronnie Peterson, Sr.	Parent or Community Member
Danielle Weatherford-Stasch	Parent or Community Member
Tracy Mattingly-Robertson	Parent or Community Member
Kristy Kerston	Parent or Community Member
	Secondary Student

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Site Council

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 5/29/24.

Attested:

	Principal, Michael Dotson on 5/29/24
	SSC Chairperson, Cathy Branon on 5/29/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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