



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Mesa Arts Academy	37 68197 0132290	April 27, 2026	June 16, 2026

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

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

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

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

This plan is being used by La Mesa Arts Academy for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds at the time are not available to our school site.

Educational Partner Involvement

How, when, and with whom did your La Mesa Arts Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2026-27 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- * ELAC #4 Meeting, 4-27-26
- * SSC # 5 Meeting, 4-27-26

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Comprehensive Needs Assessment Components

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

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.

Based on the California School Dashboard, LMAAC's overall performance fell in the "Orange" category in the following areas:

- * Chronic Absenteeism
- * English Learner Progress

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.

Dashboard data also indicates that the Multilingual English Learner (MEL) student group performed two or more performance levels below the “All Student” group.

Currently, 50% of MEL students are making progress toward English language proficiency.

Chronic Absenteeism increased by 2.7 percentage points, indicating a need for targeted attendance interventions, particularly for identified student groups.

Other Needs

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

In addition to Dashboard indicators, locally collected data from the i-Ready Diagnostic assessments (administered twice annually) highlights areas of growth and ongoing need:

- * ELA: Students meeting or exceeding standards increased from 31% (August 2025) to 42% (March 2026).

- * Math: Students meeting or exceeding standards increased from 14% to 24% during the same time period.

While these results demonstrate positive growth, significant achievement gaps remain.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.10%			1
African American	4.54%	5.76%	5.32%	48	61	53
Asian	3.41%	5.00%	4.91%	36	53	49
Filipino	1.04%	1.13%	1.50%	11	12	15
Hispanic/Latino	36.23%	38.43%	40.82%	383	407	407
Pacific Islander	0.28%	0.19%	0.20%	3	2	2
White	43.52%	38.90%	37.11%	460	412	370
Multiple/No Response	10.79%	9.82%	9.13%	114	104	91
Total Enrollment				1057	1059	997

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 4	90		
Grade 5	119	88	
Grade 6	157	306	327
Grade 7	347	315	332
Grade 8	344	350	338
Total Enrollment	1,057	1,059	997

Conclusions based on this data:

1. Our school's demographic composition is becoming increasingly diverse, with notable growth in African American, Asian, and Hispanic/Latino student populations.
2. The White student population has declined in both percentage and total enrollment, reflecting broader demographic shifts within the community.
3. The significant increase in Grade 6 enrollment is directly tied to the school's grade-level restructuring (removal of Grades 4 and 5), rather than overall growth. Total enrollment has remained stable, indicating that changes are primarily due to shifts in student demographics and grade configuration rather than overall enrollment increases or declines.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	60	95	81	5.7%	5.7%	8.1%
Fluent English Proficient (FEP)	109	93	93	10.0%	10.3%	9.3%
Reclassified Fluent English Proficient (RFEP)	8	26		17.3%	11%	

Conclusions based on this data:

1. The English Learner population increased by 3.3 percentage points, demonstrating a growing need for targeted English Language Development (ELD) instruction and support services.
2. The decrease in the FEP population suggests a shift in student demographics and highlights the importance of strengthening supports for students developing English proficiency.
3. While the EL population has grown, overall performance trends for Multilingual English Learners (MELs) have remained relatively stable, indicating that current supports are maintaining outcomes but may need to be enhanced to accelerate progress.

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 4	97	90		97	88		97	88		100.0	97.8	
Grade 5	129	119	88	121	114	87	121	114	87	93.8	95.8	98.9
Grade 6	155	156	299	153	139	282	153	139	282	98.7	89.1	94.3
Grade 7	335	340	320	321	321	298	321	320	298	95.8	94.4	93.1
Grade 8	326	340	344	289	312	312	289	312	312	88.7	91.8	90.7
All	1042	1045	1051	981	974	979	981	973	979	94.1	93.2	93.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	2511.	2524.		44.33	46.59		27.84	30.68		15.46	11.36		12.37	11.36	
Grade 5	2558.	2544.	2572.	38.02	37.72	45.98	37.19	33.33	32.18	15.70	15.79	18.39	9.09	13.16	3.45
Grade 6	2580.	2580.	2560.	37.91	38.13	31.56	32.68	31.65	32.27	20.26	22.30	20.21	9.15	7.91	15.96
Grade 7	2596.	2583.	2587.	28.66	27.50	30.54	44.24	38.13	32.55	16.82	18.75	20.81	10.28	15.63	16.11
Grade 8	2593.	2604.	2591.	23.53	28.53	24.36	36.33	40.71	38.78	27.68	17.95	20.19	12.46	12.82	16.67
All Grades	N/A	N/A	N/A	31.29	32.27	30.23	37.61	36.79	34.42	20.29	17.99	20.22	10.81	12.95	15.12

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 4	20.62	34.09		71.13	55.68		8.25	10.23	
Grade 5	31.40	28.07	36.78	60.33	64.04	56.32	8.26	7.89	6.90
Grade 6	32.68	35.97	33.69	57.52	53.96	47.16	9.80	10.07	19.15
Grade 7	30.84	31.56	27.18	60.44	56.88	59.40	8.72	11.56	13.42
Grade 8	22.84	31.73	24.12	61.59	55.45	58.20	15.57	12.82	17.68
All Grades	27.83	32.07	28.94	61.37	56.73	55.21	10.81	11.20	15.85

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 4	27.84	26.14		62.89	65.91		9.28	7.95	
Grade 5	36.36	34.21	31.03	53.72	53.51	66.67	9.92	12.28	2.30
Grade 6	27.45	29.50	27.30	64.71	56.83	56.38	7.84	13.67	16.31
Grade 7	37.69	31.88	33.56	49.53	51.88	50.00	12.77	16.25	16.44
Grade 8	25.00	33.65	26.37	57.64	47.76	55.31	17.36	18.59	18.33
All Grades	31.22	31.86	29.24	56.12	52.72	55.01	12.65	15.42	15.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	23.71	22.73		65.98	69.32		10.31	7.95	
Grade 5	24.79	18.42	29.89	66.12	70.18	67.82	9.09	11.40	2.30
Grade 6	14.38	20.86	18.44	79.74	74.82	69.86	5.88	4.32	11.70
Grade 7	21.18	18.13	16.11	71.03	72.19	72.48	7.79	9.69	11.41
Grade 8	21.11	18.91	23.15	69.90	73.08	64.95	9.00	8.01	11.90
All Grades	20.80	19.22	20.25	70.95	72.35	68.92	8.26	8.43	10.84

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 4	23.71	27.27		68.04	67.05		8.25	5.68	
Grade 5	30.58	31.58	36.78	65.29	57.02	58.62	4.13	11.40	4.60
Grade 6	33.33	32.37	23.76	60.13	61.15	64.89	6.54	6.47	11.35
Grade 7	33.64	27.19	32.55	57.32	59.38	55.37	9.03	13.44	12.08
Grade 8	32.53	32.69	27.65	59.86	61.22	61.09	7.61	6.09	11.25
All Grades	31.91	30.22	28.83	60.55	60.64	60.22	7.54	9.15	10.94

Conclusions based on this data:

1. Overall participation rates remained stable, ensuring reliable data for analysis and planning.
2. Overall ELA achievement showed modest growth, with a slight increase in students meeting or exceeding standards.
3. Claim-level data indicates growth in Reading (+4.65%), Listening (+2.41%), and Research/Inquiry (+1.79%), while Writing remained relatively stable.

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 4	97	90		97	88		97	88		100.0	97.8	
Grade 5	129	119	88	121	114	87	121	114	87	93.8	95.8	98.9
Grade 6	155	156	299	152	137	285	152	137	285	98.1	87.8	95.3
Grade 7	335	340	320	316	316	298	316	316	298	94.3	92.9	93.1
Grade 8	326	339	344	287	309	309	287	309	309	88.0	91.2	89.8
All	1042	1044	1051	973	964	979	973	964	979	93.4	92.3	93.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	2502.	2510.		27.84	28.41		40.21	39.77		18.56	26.14		13.40	5.68	
Grade 5	2522.	2529.	2507.	27.27	30.70	18.39	18.18	21.93	21.84	37.19	29.82	35.63	17.36	17.54	24.14
Grade 6	2574.	2582.	2555.	39.47	38.69	38.25	21.05	21.90	16.84	23.68	27.74	21.05	15.79	11.68	23.86
Grade 7	2571.	2551.	2553.	27.53	25.32	25.84	26.27	25.32	17.45	28.80	21.52	26.17	17.41	27.85	30.54
Grade 8	2559.	2592.	2575.	20.56	32.36	26.86	20.91	20.71	20.06	26.13	21.68	22.65	32.40	25.24	30.42
Grade 11															
All Grades	N/A	N/A	N/A	27.34	30.39	29.11	24.25	24.27	18.49	27.24	23.86	24.41	21.17	21.47	27.99

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 4	30.93	36.36		50.52	54.55		18.56	9.09	
Grade 5	23.97	25.44	11.49	54.55	52.63	55.17	21.49	21.93	33.33
Grade 6	32.24	34.31	37.19	50.66	51.09	38.60	17.11	14.60	24.21
Grade 7	31.33	28.16	27.18	49.68	44.30	45.97	18.99	27.53	26.85
Grade 8	19.16	28.16	25.57	54.36	54.69	47.25	26.48	17.15	27.18
Grade 11									
All Grades	26.93	29.46	28.19	51.90	50.52	45.05	21.17	20.02	26.76

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 4	34.02	29.55		49.48	57.95		16.49	12.50	
Grade 5	25.62	28.07	20.69	54.55	51.75	62.07	19.83	20.18	17.24
Grade 6	25.66	32.12	27.72	58.55	52.55	48.42	15.79	15.33	23.86
Grade 7	24.68	21.20	21.14	56.96	52.53	50.67	18.35	26.27	28.19
Grade 8	20.21	27.18	23.62	57.49	48.54	50.16	22.30	24.27	26.21
All Grades	24.56	26.24	23.80	56.32	51.66	50.87	19.12	22.10	25.33

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 4	24.74	35.23		57.73	52.27		17.53	12.50	
Grade 5	24.79	28.95	13.79	54.55	55.26	70.11	20.66	15.79	16.09
Grade 6	32.89	34.31	25.96	59.21	54.74	54.04	7.89	10.95	20.00
Grade 7	23.73	15.82	22.48	61.71	67.09	56.38	14.56	17.09	21.14
Grade 8	19.51	27.51	23.30	60.28	59.22	56.63	20.21	13.27	20.06
All Grades	24.15	25.52	22.98	59.61	60.06	57.00	16.24	14.42	20.02

Conclusions based on this data:

1. Overall Mathematics achievement increased by 6.52 percentage points, indicating positive growth in student performance.
2. Targeted areas of improvement include Concepts & Procedures in Grades 5 and 8, and Communicating Reasoning in Grade 8, where notable gains were observed.
3. Despite areas of growth, the increase in students not meeting standards highlights ongoing gaps in mathematical understanding, particularly in problem solving and reasoning.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	*	*		*	*		*	*		4	*	
5	*	*	*	*	*	*	*	*	*	5	*	*
6	*	*	1520.4	*	*	1516.2	*	*	1524.1	4	5	30
7	1556.0	1557.8	1525.3	1554.0	1566.4	1513.2	1557.5	1548.6	1537.1	25	29	29
8	1577.6	1561.8	1557.8	1584.7	1560.5	1554.9	1570.1	1562.7	1560.1	27	24	28
All										65	62	88

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
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	20.00	*	*	43.33	*	*	16.67	*	*	20.00	*	*	30
7	50.00	37.93	24.14	20.83	31.03	34.48	0.00	13.79	10.34	29.17	17.24	31.03	24	29	29
8	44.44	33.33	32.14	22.22	33.33	42.86	18.52	16.67	10.71	14.81	16.67	14.29	27	24	28
All	45.31	30.65	25.00	25.00	35.48	40.91	12.50	19.35	12.50	17.19	14.52	21.59	64	62	88

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

4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	50.00	*	*	26.67	*	*	3.33	*	*	20.00	*	*	30
7	54.17	62.07	37.93	16.67	17.24	31.03	4.17	3.45	3.45	25.00	17.24	27.59	24	29	29
8	55.56	45.83	53.57	22.22	20.83	21.43	7.41	16.67	10.71	14.81	16.67	14.29	27	24	28
All	59.38	51.61	47.73	17.19	24.19	26.14	7.81	9.68	5.68	15.63	14.52	20.45	64	62	88

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
5		*	*		*	*		*	*		*	*		*	*
6	*	*	10.00	*	*	13.33	*	*	50.00	*	*	26.67	*	*	30
7	29.17	20.69	17.24	33.33	17.24	20.69	8.33	44.83	34.48	29.17	17.24	27.59	24	29	29
8	29.63	12.50	14.29	18.52	50.00	28.57	37.04	12.50	39.29	14.81	25.00	17.86	27	24	28
All	26.56	14.52	13.64	25.00	27.42	20.45	28.13	35.48	42.05	20.31	22.58	23.86	64	62	88

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
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	30.00	*	*	50.00	*	*	20.00	*	*	30
7	20.83	31.03	13.79	58.33	55.17	55.17	20.83	13.79	31.03	24	29	29
8	33.33	33.33	28.57	51.85	37.50	53.57	14.81	29.17	17.86	27	24	28
All	32.81	27.42	23.86	51.56	53.23	53.41	15.63	19.35	22.73	64	62	88

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
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	56.67	*	*	26.67	*	*	16.67	*	*	30
7	62.50	68.97	65.52	12.50	17.24	6.90	25.00	13.79	27.59	24	29	29
8	73.08	58.33	67.86	19.23	25.00	21.43	7.69	16.67	10.71	26	24	28
All	71.43	69.35	63.64	14.29	17.74	18.18	14.29	12.90	18.18	63	62	88

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
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	6.67	*	*	36.67	*	*	56.67	*	*	30
7	41.67	17.24	13.79	25.00	51.72	37.93	33.33	31.03	48.28	24	29	29
8	40.74	29.17	21.43	22.22	45.83	57.14	37.04	25.00	21.43	27	24	28
All	35.94	19.35	13.64	32.81	46.77	44.32	31.25	33.87	42.05	64	62	88

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
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	13.33	*	*	73.33	*	*	13.33	*	*	30
7	33.33	13.79	20.69	37.50	75.86	51.72	29.17	10.34	27.59	24	29	29
8	18.52	12.50	3.57	66.67	75.00	89.29	14.81	12.50	7.14	27	24	28
All	21.88	14.52	12.50	59.38	75.81	71.59	18.75	9.68	15.91	64	62	88

Conclusions based on this data:

1. The increase in the number of students tested, particularly in Grade 6, reflects a growing English Learner population.
2. Oral language development continues to improve, with more students performing at Level 3, especially in Grades 7 and 8.
3. Longitudinal data from Grade 7 to Grade 8 indicates positive student progress, demonstrating growth in English language proficiency over time. Written language (reading and writing) remains an area of need, with more students performing below proficiency levels.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1059	46.4%	9%	0.0%
Total Number of Students enrolled in La Mesa Arts Academy.	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	95	9%
Foster Youth	0	0.0%
Homeless	41	3.9%
Socioeconomically Disadvantaged	491	46.4%
Students with Disabilities	162	15.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	5.8%
American Indian	0	0.0%
Asian	53	5%
Filipino	12	1.1%
Hispanic	407	38.4%
Two or More Races	104	9.8%
Pacific Islander	2	0.2%
White	412	38.9%

Conclusions based on this data:

1. The largest portions of the student population are White and Hispanic/Latino students, together comprising the majority of enrollment.
2. Several student groups represent a small percentage of the population, which may make it challenging to generate statistically significant subgroup data; however, equity and access for all students remain a priority.
3. While there may be a perception of LMAAC as predominantly affluent, 46.4% of students are identified as socioeconomically disadvantaged, emphasizing the importance of equitable access to resources, supports, and opportunities.

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  Orange	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. In ELA, multiple student groups demonstrated growth, including:
 - * English Learners (+3.7 points)
 - * Homeless students (+15.7 points)
 - * Students with Disabilities (+6.7 points)

* White students (+15.6 points)

2. In Chronic Absenteeism, the homeless student group was the only group to show improvement, while other groups experienced increases, indicating a need for targeted attendance interventions.
3. In Mathematics, growth was observed in:
 - * Students identifying as Two or More Races (+13.2 points)
 - * White students (+7.6 points)

School and Student Performance Data

Academic Performance English Language Arts

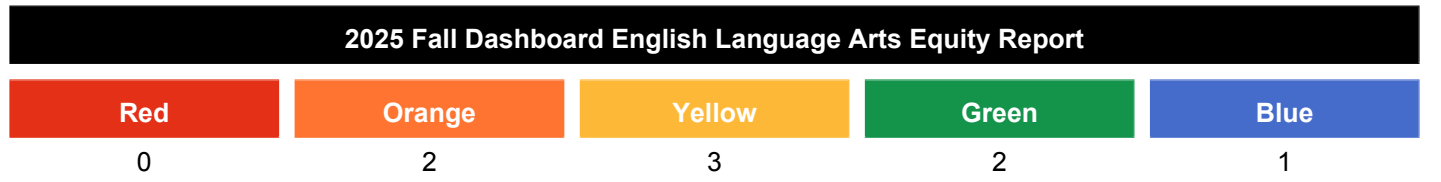
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
		
Green	Yellow	No Performance Color
34.6 points above standard	30.5 points below standard	92.3 points below standard
Maintained -2 points	Increased 3.7 points	Declined 29.3 points
973 Students	118 Students	35 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 30.6 points below standard Increased 15.7 points 36 Students	Socioeconomically Disadvantaged  Yellow 4.3 points below standard Declined 3.9 points 469 Students
Students with Disabilities  Orange 74.4 points below standard Increased 6.7 points 157 Students	African American  Orange 13.6 points below standard Declined 5.3 points 52 Students	American Indian  No Performance Color 0 Students
Asian  Green 54.1 points above standard Declined 29.6 points 45 Students	Filipino  No Performance Color 91.2 points above standard Increased 11.6 points 12 Students	Hispanic  Yellow 1.2 points above standard Declined 17.3 points 379 Students
Two or More Races  Green 31.5 points above standard Declined 7.6 points 98 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 61.6 points above standard Increased 15.6 points 389 Students

Conclusions based on this data:

- Overall ELA performance remains strong, with All Students maintaining a Green status, despite a slight decline in performance.
- Achievement gaps persist across student groups, particularly for Students with Disabilities, English Learners, and African American students, who are performing below standard.
- Growth was observed in several student groups, including:
 - * English Learners (+3.7 points)
 - * Students with Disabilities (+6.7 points)

- * White students (+15.6 points)
- * Homeless students (+15.7 points)

Some student groups, including Hispanic and Asian students, experienced declines, indicating a need to monitor and adjust instructional supports.

School and Student Performance Data

Academic Performance Mathematics

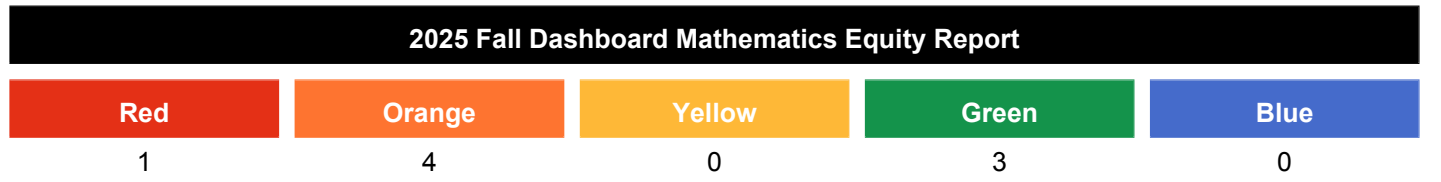
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
		
Yellow	Orange	No Performance Color
9.6 points below standard	75.9 points below standard	142.6 points below standard
Declined 6.5 points	Maintained 1.6 points	Declined 16 points
979 Students	125 Students	35 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 96 points below standard Maintained -2.7 points 35 Students	Socioeconomically Disadvantaged  Orange 56.8 points below standard Declined 8.1 points 475 Students
Students with Disabilities  Red 138.8 points below standard Declined 7.5 points 157 Students	African American  Orange 82.6 points below standard Declined 23.2 points 52 Students	American Indian  No Performance Color 0 Students
Asian  Green 23 points above standard Declined 47.1 points 51 Students	Filipino  No Performance Color 24.4 points above standard Declined 33.7 points 12 Students	Hispanic  Orange 42.9 points below standard Declined 17.8 points 381 Students
Two or More Races  Green 6.8 points below standard Increased 13.2 points 98 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 22.7 points above standard Increased 7.6 points 385 Students

Conclusions based on this data:

- Overall mathematics performance declined, with All Students decreasing by 6.5 points and remaining in the Yellow performance level, indicating the need for targeted instructional support.
- Several student groups demonstrated growth, including:
 - * Asian students
 - * Filipino students
 - * Two or More Races students
- Significant declines were observed in key student groups, including:
 - * African American students

- * Hispanic students
- * Students with Disabilities
- * English Learners (maintained, but still well below standard)

The Two or More Races student group showed growth in math (+13.2 points), but declined in ELA, indicating the need for balanced support across content areas.

School and Student Performance Data

Academic Performance Science

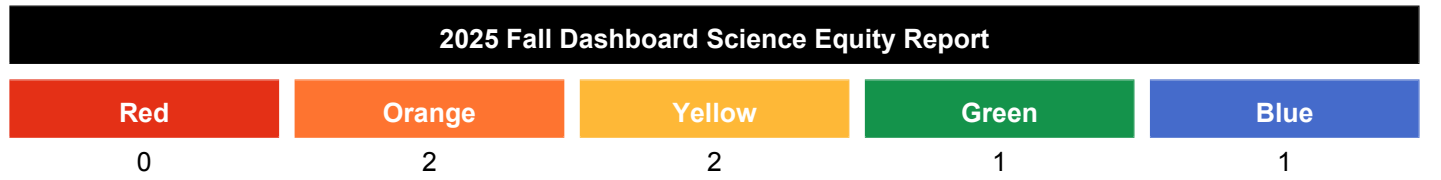
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
		
Green	Orange	No Performance Color
60.9 science points	42.4 science points	34.4 science points
Declined 3.8 points	Declined 6.7 points	Declined 6.8 points
411 Students	42 Students	17 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 45.3 science points Increased 7.5 points 13 Students	Socioeconomically Disadvantaged  Yellow 50.7 science points Declined 7.8 points 185 Students
Students with Disabilities  Orange 39.3 science points Declined 5.5 points 68 Students	African American  No Performance Color 48.4 science points Declined 3.5 points 26 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 63.1 science points Declined 11 points 19 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 53.5 science points Declined 8.2 points 147 Students
Two or More Races  Green 58.2 science points Declined 3.8 points 46 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 68.3 science points Maintained 0.2 points 172 Students

Conclusions based on this data:

1. Overall Science performance remains strong, with All Students maintaining a Green status, despite a slight decline in performance.
2. White students maintained a high level of performance, demonstrating consistency in these groups.
3. Notable growth was observed in the Homeless student group (+7.5 points).

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
50 making progress.	43.3 making progress.
Number Students: 72 Students	Number Students: 30 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
19.4%	30.6%	1.4%	48.6%

Conclusions based on this data:

- 64.2% of English Learners demonstrated growth, equating to 53 students, indicating positive overall progress toward English language proficiency.
- Approximately 17% of English Learners maintained their proficiency level, suggesting steady performance but limited advancement for this group.
- Nearly 49% of English Learners progressed at least one ELPI level, demonstrating meaningful gains in language development across the program.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

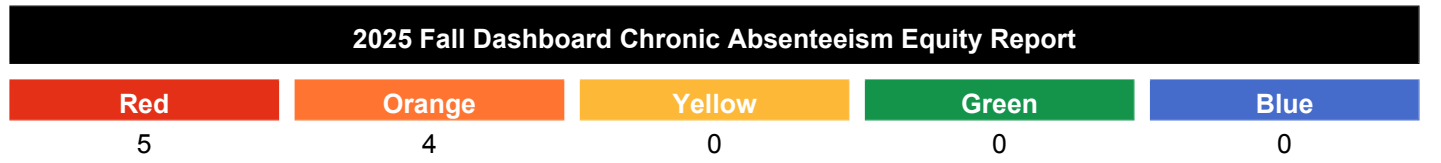
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 15% Chronically Absent Increased 2.7 1082 Students	English Learners  Red 25% Chronically Absent Increased 11.2 100 Students	Long-Term English Learners  Red 25% Chronically Absent Increased 12.1 36 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 33.3% Chronically Absent Declined 5.1 42 Students	Socioeconomically Disadvantaged  Red 21.4% Chronically Absent Increased 5.4 533 Students

Students with Disabilities  Red 25.8% Chronically Absent Increased 10.9 178 Students	African American  Orange 17.7% Chronically Absent Increased 9.7 62 Students	American Indian  No Performance Color 0 Students
Asian  Orange 10.9% Chronically Absent Increased 8.3 55 Students	Filipino  No Performance Color 0% Chronically Absent Declined 9.1 12 Students	Hispanic  Red 17.5% Chronically Absent Increased 5.2 422 Students
Two or More Races  Orange 14.9% Chronically Absent Increased 2.9 114 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 13% Chronically Absent Maintained -0.3 415 Students

Conclusions based on this data:

1. The overall chronic absenteeism rate improved significantly, decreasing from 19.5% to 15%, indicating positive system-wide efforts to support attendance.
2. Several student groups demonstrated reductions in absenteeism, including:
 - * Two or More Races (decreased to 12%)
 - * Hispanic students (decreased to 12.3%)
 - * Homeless students (declined by 5.1%)
3. Despite overall improvement, chronic absenteeism remains a critical area of concern, particularly for:
 - * English Learners
 - * Students with Disabilities
 - * Socioeconomically Disadvantaged students

These groups show both high rates and significant increases in absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

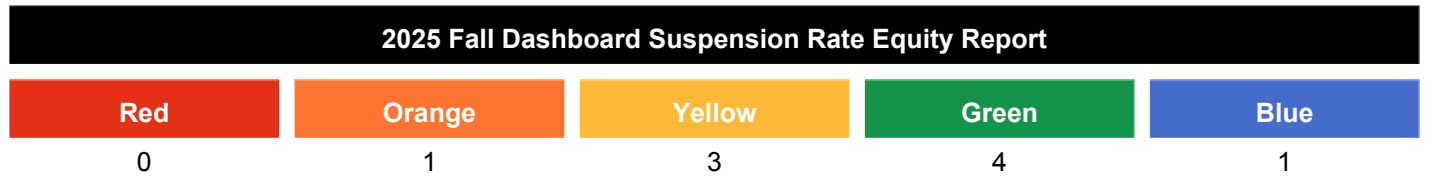
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 2.2% suspended at least one day Maintained -0.2% 1094 Students	English Learners  Green 3.9% suspended at least one day Declined 5.1% 103 Students	Long-Term English Learners  Orange 8.1% suspended at least one day Increased 1.7% 37 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 7% suspended at least one day Declined 4.1% 43 Students	Socioeconomically Disadvantaged  Green 3.1% suspended at least one day Declined 1.7% 543 Students

Students with Disabilities  Green 4.5% suspended at least one day Declined 2.2% 178 Students	African American  Green 4.7% suspended at least one day Declined 3% 64 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 1.7% suspended at least one day Increased 1.7% 58 Students	Filipino  No Performance Color 8.3% suspended at least one day Increased 8.3% 12 Students	Hispanic  Yellow 3.3% suspended at least one day Maintained 0% 427 Students
Two or More Races  Yellow 2.6% suspended at least one day Maintained 0% 115 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0.5% suspended at least one day Declined 0.8% 416 Students

Conclusions based on this data:

- Overall suspension rates are low and stable, with a total of 22 suspensions across the school. The Hispanic student group accounted for the largest number (13 students).
- Positive declines in suspension rates were observed in several key groups, including:
 - * African American students
 - * Socioeconomically disadvantaged students
 - * Students with disabilities
 - * English Learners
- The White student group demonstrated the lowest suspension rate, with only 2 suspensions out of 470 students, reflecting strong behavioral outcomes within this population.

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 June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 6-8) and the i-Ready ELA Diagnostic in English Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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.

English Learners, Students with Disabilities, and African American Students were all Orange or Red on the dashboard. In order to improve in this area data will be looked at data systematically during next year's PLC collaboration periods.

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
SBAC ELA Assessment - % of students meeting standard (of testing age)	CAASPP 2024-2025 All students, Grades 6-8 - 65%	CAASPP 2025-2026: All students, grades 6-8 - 68%
	English Learners, Grades 6-8 - 12%	English Learners, of testing age 6-8 - 15%
	Socioeconomically Disadvantaged Students, Grades 6-8 - 50%	Socioeconomically Disadvantaged Students, of testing age 6-8 - 53%
	Students with Disabilities, Grades 6-8 - 23%	Students with Disabilities, of testing age 6-8 - 26%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 - 41%	2026-2027 i-Ready Diagnostic 2: All students- 44%
	English Learners - 5%	English Learners - 8%
	Socioeconomically Disadvantaged Students - 25%	Socioeconomically Disadvantaged Students - 28%
	Students with Disabilities - 12%	Students with Disabilities - 15%

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	Continue to foster strong and effective Professional Learning Communities (PLC's). Our PLC's are a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. - Staff meetings, site learning days, and department and collaboration meetings will be used to further the work done within the PLCs. For example, looking at student data to drive next steps and instruction, share best teaching practices across all curriculum areas, and discuss ways to provide intervention for all students including our MEL's and not just students below grade level. - PLCs will focus on strengthening their own familiarity with grade level Essential Standards to better align curriculum and instruction for all students. - Staff will deepen their understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. - Staff will work with site admin. to analyze and deepen understanding of data to guide instruction. - Staff will be encouraged to invite all stakeholders (Psychologist, SAI, Principal, Vice Principal, Counselor, Social Worker, etc.) to PLCs to join conversations in how best to serve all of our students and meet their needs.	All students in grades 6-8 Multilingual English Learners	
1.2	Teachers will focus on improving students' ability to comprehend informational text across all content areas. - Site learning days will focus on the instructional practices of collaborative conversations, short constructed responses, and gradual release of responsibility through cycles of professional learning. - Staff meetings, site learning days and department meetings will be used to support teachers in deepening their understanding of close reading strategies and gradual release, and how these can be used effectively within their specific content area. - Staff will participate in peer observations to help deepen their experience with close reading, collaborative conversations, short constructed	All students in grades 6-8.	

	response strategies, gradual release, and develop a school-wide culture of sharing best practices.		
1.3	We will implement a school-wide system of interventions to meet the needs of all students. • The master schedule will have strategic ELA classes offered to students in 6th through 8th grade, replacing their second elective if needed. Strategic ELA Classes and Co-Taught ELA classes will be added to support students with academic struggles. • All staff will monitor the below-the-line list weekly to ensure students are passing all subject matter. Staff who teach elective classes will provide time for students needing extra academic help. • SBAC, district benchmark, Standards Mastery, and i-Ready data will be analyzed by teachers and administration to determine placement in intervention programs, with initial placement made in August of the new school year and reviewed after each program benchmark assessment.	All students in grades 6-8. Any students needing the support	
1.4	We will strengthen our school-wide ELD supports. • In Grades 6-8, The ELD class will be split into two separate classes for Newcomers, and Non-Newcomers. This allows the teachers to provide more specialized supports based on the needs of the students in these smaller groups. • In Grades 6-8, the MEL students will be grouped in ELA to have the same teacher as their ELD to allow teacher and MEL students to build a better relationship in regards to academic needs.	Multilingual English Learners	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By June 2027, all students will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 6–8) and the i-Ready Diagnostic in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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.

English Learners, Students with Disabilities, and African American Students were all Orange on the dashboard. In order to improve in this area data will be looked at systematically during next year's PLC collaboration periods.

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
SBAC Math Assessment - % of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 6-8: All students- 48%	2025-2026 SBAC Math, Grades 6-8: All students - 51%
	English Learners, Grades 6-8 - 9%	English Learners, of testing age - 12%
	Socioeconomically Disadvantaged Students, Grades 6-8 - 32%	Socioeconomically Disadvantaged Students of testing age- 35%
	Students with Disabilities, Grades 6-8 - 11%	Students with Disabilities of testing age - 14%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students- 23%	2026-2027 i-Ready Diagnostic 2: All Students - 25%
	English Learners - 2%	English Learners - 4%
	Socioeconomically Disadvantaged Students - 11%	Socioeconomically Disadvantaged Students - 14%
	Students with Disabilities - 3%	Students with Disabilities - 6%

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	Continue to foster strong and effective Professional Learning Communities (PLC's). Our PLC's are a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. - Staff meetings, site learning days, and department meetings will be used to further the work done within the PLCs. For example, looking at student data to drive next steps and instruction, share best teaching practices across all curriculum areas, discuss ways to provide intervention for all students including our MEL's and not just students below grade level. - PLCs will focus on strengthening their own familiarity with grade level Essential Math Standards to better align curriculum and instruction for all students. - Staff will deepen their understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. - Staff will work with site admin. to analyze and deepen understanding of data to guide instruction. - Staff will be encouraged to invite all stakeholders (Psychologist, SAI, Principal, Vice Principal, Counselor, Social Worker, etc.) to PLCs to join conversations in how best to serve all of our students and meet their needs.	All students grades 6-8. English Language Learners	
2.2	Teachers will focus on improving students' ability to work collaboratively in math using the district adopted CPM Curriculum. - Site learning days will focus on staff sharing best practices as it relates to math. - Staff will participate in peer observations to help deepen their experience with the CPM Curriculum in other grade levels.	All students in grades 6-8.	
2.3	- All staff will monitor the below the line list weekly to ensure students are passing all subject matter. Staff who teach elective classes, will provide time for students needing extra academic help. - SBAC, standards mastery, district benchmark, and i-Ready data will be analyzed by teachers, and administration to determine placement in	All students in grades 6-8.	

	intervention programs with initial placement made in August of the new school year and reviewed after each program benchmark assessment.		
2.4	We will strengthen our school-wide ELD supports. In Grades 6–8, we will utilize a heterogeneous grouping model in math classes, while strategically clustering students by ELPAC levels within the period to provide targeted language supports and scaffolds.	English Language Learners	
2.5	Co-Taught Math classes will be added to support students with academic struggles in grades 6-8.	Any student needing support	

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.

Student Engagement

By June 2027, the school will decrease chronic absenteeism school-wide by 3%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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.

Establishing a climate of respect, belonging, connectedness, and safety for our students is critical to their academic success and their overall wellness. Consistent supported attendance is the first step to ensuring student engagement.

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 Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 15%.	In 2025-2026, we will reduce the rate of chronic absenteeism by 3%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Character Education • Use school wide broadcast each week to share character education aka "Wildcat Way" news to all students. • ASB school spirit days throughout the year for all students to participate in during lunch with fun activities. • Welcome assemblies at the beginning of the year and following every school break to remind students of appropriate school before to ensure success for all. • Academic Behavior Intervention Team and school social worker to meet with	All students in grades 6-8.	

	students with chronic absenteeism to develop a plan of success. • No Place for Hate hosts 3 school-wide activities focused on combating hate at school. • PBIS has implemented a positive school-wide behavior system that is equitable for all students. • School counselors and social worker will host a mental health fair during the month of May - Mental Health Awareness Month.		
3.2	• The Intervention Team will work with case managers to identify, monitor and support students with disabilities who have attendance concerns. • Social Worker, Counselors, and School Psychologist will conduct home visits when necessary. • Attendance will be discussed at IEP meetings.	Students with Disabilities	

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.

School Climate & Culture

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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.

Students with Disabilities and African American Students were both Red on the School Dashboard. In order to improve in these areas staff will meet with students in these specific subgroups to get their input on how we can help to ensure they feel more engaged at school. We will continue offering FANCY specifically for our African American female population and we will continue this.

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
Annual Spring Panorama Survey (6-8grades only)	The percentage of {list the grades} students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 50% Grit 55% Growth Mindset 54% School Climate 41% School Safety 51% Self-Efficacy 48% Self-Management 69% Sense of Belonging 41% Social Awareness 63% Supportive Relationships 82%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 55% Grit 60% Growth Mindset 59% School Climate 46% School Safety 56% Self-Efficacy 53% Self-Management 74% Sense of Belonging 46% Social Awareness 68% Supportive Relationships 87%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 93 %	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 96%

	Sense of Community - 89% Sense of Safety - 89%	Sense of Community - 92% Sense of Safety - 92%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 2.2%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to 1.5%

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	Restorative Practices: Implement school-wide restorative practices to strengthen relationships, reduce suspensions, and build student accountability through explicit teaching, modeling, and equitable alternatives to exclusionary discipline. - Establish positive relationships between staff and students and among students with strategies such as THINK (Is it; True, Helpful, Inspiring, Necessary, Kind) - Teach students through modeling how to restore relationships with those they hurt. - Work with staff to establish interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to restore and repair harm. - Offer the district diversion program in lieu of suspension whenever possible. - Site social worker will meet with students to provide additional restorative practices around behavior choices.	All students grades 6-8. EI and HIS	
4.2	Behavior: Strengthen school-wide behavior systems to reduce classroom removals and suspensions through proactive supports, restorative practices, and positive behavior interventions. - Investigate and implement alternatives to students being sent out of class for negative behavior as needed. - Utilize the district diversion program in lieu of suspension as much as possible. - Utilize groups with counselor and school social worker as much as possible. - Continue to discuss restorative practice strategies whole staff. - PBIS Committee will meet monthly to develop systems and strategies to improve behavior through positive motivation. Team will focus on strategies to be used during non-structured time (i.e. Lunch, Intermission).	All students grades 6-8.	

4.3	Parent/Community Engagement: Increase meaningful parent and community engagement by providing consistent, inclusive opportunities for families to connect, participate, and contribute to school decision-making. • Hold in person coffee and cocoa for each grade level twice a year. This year we tried hosting 7th and 8th grade and we will continue next year. We will also add offering Tea as we heard that is a drink of choice. • Hold in person Back to School Night, Parent/Teacher Conferences, and Evening at LMAAC/Open House. • Offer in person evening concerts, arts and theater nights. • Hold ELAC and SSC meetings in person and gather parent input. • Hold school events through the PTSA and Foundation. • Offer monthly parent sessions on a variety of topics with the school counselor.	All students grades 6-8.	
4.4	Strengthen home–school communication by providing consistent, accessible, and multilingual updates on student progress and school activities. • Utilize parent information systems such as Jupiter communications, school website, and social media (FaceBook/Instagram) to enhance home/school communication. • Provide translation and interpreters at parent workshops, conferences, school events, as much as possible. Provide translation of written materials when indicated.	All students grades 6-8.	

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	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 (\$)

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

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

State or Local Programs	Allocation (\$)

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

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

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number

Total Expenditures

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
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Kelley Rabasco	Principal
Rebecca Orvell	Classroom Teacher
Khoa VanCotthem	Classroom Teacher
Tracie Perez	Classroom Teacher
Michael Olander	Parent or Community Member
Oscar Nava	Other School Staff
Mikaela Smith	Parent or Community Member
Seepal Abdul	Parent or Community Member
Kathrina Mendez	Parent or Community Member
Christine Shaw	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: ELAC Committee

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

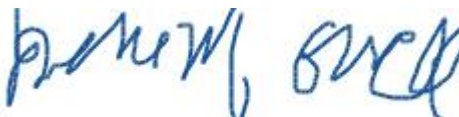
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 27, 2026.

Attested:



Principal, Nava, Oscar on April 27, 2026



SSC Chairperson, Rebecca Orvell on April 27, 2026

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:

5. 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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