



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Linda Verde School	6014708	05/19/2026	06/16/2026

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Dual Language Program Implementation:

Our school's Dual Language Program aligns with the district's vision to ensure bilingualism, biliteracy, and high academic achievement for all students, with a strong emphasis on socio-cultural competence. We are committed to closing the opportunity gap for our Multilingual Learners (MLs), especially those from Spanish-speaking households, by providing them with prioritized placement and targeted language development support.

Program Structure: We implement an 80/20 language allocation model, where students receive 80% of instruction in Spanish and 20% in English during the early grades, gradually moving toward a balanced approach. Research supports this model as the most effective for both language minority and English-dominant students (Collier & Thomas, 2012).

Instructional Approach: Instruction is guided by research-based strategies including Guided Language Acquisition Design (GLAD) and the Gradual Release of Responsibility framework. Students receive daily instruction in both languages across all content areas. Classrooms are linguistically and culturally rich, using co-created visuals, authentic texts, and hands-on learning. Instruction integrates literacy with science and social studies content, encouraging deep, meaningful engagement in both languages.

Cultural Responsiveness: We nurture students' socio-cultural competence by embedding cultural relevancy in curriculum and classroom practice. Students are given opportunities to explore and celebrate their identities while also learning about diverse cultures and perspectives.

Expected Evidence of Success:

- Students engaging collaboratively and using academic language in both Spanish and English.
- Classrooms equipped with culturally relevant literature and visual supports aligned with language goals.
- Teachers and students making connections across languages during Bridge instruction.
- Regular monitoring of student progress toward bilingual proficiency and academic benchmarks.

Through this comprehensive, equity-focused plan, we aim to develop globally competent, biliterate students who are prepared to thrive academically and culturally in a multilingual world.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During the SPSA/Annual Review and Update planning phase, Linda Verde Elementary School engaged key stakeholders—including the School Site Council, ELAC, Instructional Leadership Team (ILT), and teachers/staff—through regular meetings and consultations. These groups provided input on school goals and actions, particularly focusing on student achievement, English Learner support, and instructional priorities. Data from the Youth Truth Climate Survey and California State Dashboard informed the plan, ensuring it was data-driven and responsive to the school's unique needs. This inclusive approach ensured the SPSA reflected a comprehensive understanding of the school's strengths, challenges, and improvement areas.

Resource Inequities (CSI and ATSI Only)

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

All students are in need of Great First Instruction. Continual Professional Development for CKH training, AVID Summer Institute, Corwin PD and effective training in in classroom management and SEL lessons.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California School

Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.	Success will be determined by comparing actual outcomes to baseline outcomes, including: • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates
Priority 2: Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.	Success will be determined by: • Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts • Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement

Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).	Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.
Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.	Success will be determined by: - Increases in annual attendance in expanded learning programs - Growth in the number of out-of-school activities and events offered - Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)

CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES

Mental Health Screening and Services	YES
Nutrition Services and Support	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Supports (MTSS)	YES
Coordination of Services Team (COST Team)	YES
Before School (times/services)	YES
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES

Shared Decision-Making Bodies that center the voices of students, families, and community	YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	YES
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	NO
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES

Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	NO
Performance Assessments (e.g., capstones, portfolios, etc.)	NO
Advisory System to ensure every student has a home base/family group and an advisor who knows them well	NO
Other: Write In	
Other: Write In	
Other: Write In	

STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the [Overarching Values](#) are reflected in your community schools work.

Linda Verde Dual Language Immersion School is committed to ensuring that the overarching values of equity, collaboration, belonging, cultural responsiveness, and whole-child support are embedded throughout all aspects of the community school model. Our developmental plans focus on creating systems and structures that intentionally center student voice, family partnerships, academic excellence, and social-emotional well-being.

To ensure these values are reflected in practice, the school will continue strengthening collaborative leadership structures through the Instructional Leadership Team (ILT), PLCs, SSC, ELAC, and family engagement opportunities that include stakeholder voice in decision-making processes. Ongoing feedback from students, staff, and families will guide continuous improvement efforts and help ensure programs remain responsive to community needs.

Professional development will support staff in implementing culturally responsive teaching practices, integrated language development strategies, restorative practices, and relationship-centered approaches that foster inclusive and affirming learning environments. Teachers and staff will engage in ongoing reflection and collaboration to ensure instructional practices honor students' linguistic, cultural, and community assets.

Linda Verde will also continue expanding systems of academic, behavioral, and social-emotional support through MTSS, PBIS, counseling services, intervention programs, and enrichment opportunities that address the needs of the whole child. Family partnerships will be strengthened through bilingual communication, workshops, leadership opportunities, and community events that encourage meaningful participation and connection between home and school.

Additionally, the school will continue developing community partnerships that provide students and families with access to enrichment, wellness supports, cultural experiences, and real-world learning opportunities. Through these intentional actions, Linda Verde seeks to sustain a community school model where all students feel valued, supported, empowered, and prepared for future success.

PART B: Describe how you will engage historically marginalized student and family groups.

Linda Verde Dual Language Immersion School is committed to intentionally engaging historically marginalized student and family groups by creating inclusive, culturally responsive, and accessible opportunities for participation, leadership, and support. The school recognizes the importance of elevating the voices of multilingual families, English Learners, students with disabilities, socioeconomically disadvantaged families, and underrepresented community members to ensure equitable access and meaningful involvement in the school community.

To support this work, Linda Verde will continue strengthening bilingual communication systems through ParentSquare, translated materials, interpreters, family meetings, and direct outreach to ensure families receive clear and accessible information in their home language. Staff will actively build relationships with families through conferences, home-school communication, community events, and opportunities for family input and collaboration.

The school will provide leadership opportunities for families through SSC, ELAC, parent workshops, and community forums where stakeholders can participate in decision-making processes related to school programs, student supports, and school improvement efforts. Flexible meeting times, childcare support when possible, and welcoming environments will help remove barriers to participation.

Linda Verde will also continue implementing culturally affirming instructional practices and social-emotional supports that reflect and honor students' identities, experiences, and community backgrounds. Counselors, intervention teams, and support staff will collaborate to identify and address barriers impacting student success, attendance, wellness, and engagement.

Additionally, the school will partner with community organizations and district departments to connect families with resources, enrichment opportunities, academic supports, wellness services, and programs that meet the diverse needs of the community. Through these intentional actions, Linda Verde aims to ensure all students and families feel valued, represented, empowered, and connected to the school community.

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessment and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
Goal 1: By June 2027, Linda Verde Dual Language Immersion School will improve ELA achievement by reducing its California School Dashboard Distance from Standard from -78.2 to -73.2 points below standard through rigorous standards-aligned instruction, biliteracy units, targeted intervention, academic discourse, and data-driven instructional practices.	YES	This goal was developed in response to the Needs and Assets Assessment, which identified low proficiency in reading and math, especially among English learners and socioeconomically disadvantaged students. Using assessment data and stakeholder input, the school prioritized improving Tier 1 instruction, implementing targeted interventions, and providing culturally relevant, standards-based instruction. Professional development and collaborative data analysis are key strategies to support academic growth and close achievement gaps.	Linda Verde focused on strengthening instruction and closing achievement gaps by providing professional development in GLAD and UDL, implementing targeted small-group interventions, and supporting data-driven instruction through regular PLCs. Bilingual supports were expanded, family workshops promoted learning at home, and instructional coaches guided effective teaching practices aligned with the SPSA and LCAP goals.
Goal 2: By June 2027, the percentage of parents who feel empowered to play a meaningful role in decision-making at Linda Verde will increase from 65%-75%, and the percentage of students who feel like an important part of the school (sense of belonging)	YES	Based on the Needs and Assets Assessment, this goal was developed to address the need for deeper family involvement in decision-making and academic support. While families feel welcomed and communication is bilingual, feedback showed a desire for more meaningful engagement. The school is building on strengths like active ELAC and SSC participation by expanding academic workshops, improving two-way communication, and partnering with community organizations to better support families.	Linda Verde strengthened family engagement by hosting bilingual workshops, expanding participation in SSC and ELAC, improving two-way communication, and partnering with community organizations. Cultural and academic events further connected families to the school, fostering a more inclusive and supportive learning community.

Goal 3: By June 2027, Linda Verde will increase the percentage of students who report a positive sense of belonging at school from 41% to 55%, as measured by the YouthTruth Survey, through the implementation of PBIS, restorative practices, trauma-informed supports, and targeted interventions informed by equity data.	YES	Based on the Needs and Assets Assessment, this goal addresses gaps in achievement, discipline, and access to services for English learners, students with disabilities, and underserved students. Building on existing strengths like dual language, PBIS, and trauma-informed practices, the goal focuses on expanding inclusive instruction, restorative practices, and access to academic and wellness supports to ensure all students are valued and supported.	Linda Verde advanced equity and inclusion by expanding restorative practices and PBIS, providing staff training in inclusive and trauma-informed practices, and increasing access to interventions and wellness services. Equity data such as YouthTruth, iReady scores and other surveys were regularly reviewed to guide support for underserved student groups.

GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

Through reflection on our previous implementation practices, Linda Verde Dual Language Immersion School refined several goals, metrics, and actions to better align supports with student needs and improve overall outcomes. One major adjustment was strengthening the focus on data-driven instruction and progress monitoring. While prior goals emphasized academic growth broadly, this year's plan includes more frequent analysis of CAASPP, ELPAC, i-Ready, DIBELS, and formative assessment data through PLCs and ILT collaboration to ensure instructional decisions are timely and targeted.

We also recognized that some planned strategies were implemented inconsistently across grade levels. As a result, the school increased coaching and professional development supports focused on Integrated ELD, GLAD strategies, structured academic conversations, and biliteracy practices to improve coherence schoolwide. Additional emphasis was placed on clearly defined language objectives and student discourse to better support English Learners in accessing rigorous instruction.

Reflections on chronic absenteeism and student connectedness also led to adjustments in our actions related to attendance and school climate. While attendance incentives and outreach efforts were implemented, data showed a need for stronger family engagement and more proactive intervention systems. In response, the school expanded bilingual communication efforts, strengthened SART processes, increased counselor and SEL supports, and integrated relationship-building strategies through PBIS, Second Step, and Capturing Kids' Hearts.

Additionally, reflection on intervention effectiveness resulted in refining Walk-to-Learn structures and increasing targeted small-group supports in both English and Spanish. ELPAC Academy tutoring opportunities and extended learning supports were also added to accelerate language acquisition and academic achievement. These adjustments reflect Linda Verde's commitment to continuous improvement, equitable access, and ensuring all students experience growth academically, linguistically, and socially.

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Linda Verde Dual Language Immersion School's goal is to strengthen authentic partnerships between school, families, and the community in order to improve student engagement, achievement, and belonging. We aim to ensure educators deepen their understanding of students' cultural, linguistic, and community assets while integrating community-based learning practices into instruction and school experiences.

To support this goal, the school will provide professional learning focused on culturally responsive teaching, dual language education, and asset-based approaches that honor students' identities and lived experiences. Staff will engage in training and collaborative reflection around the theoretical foundations of community-based learning, including the importance of family voice, sociocultural competence, and real-world learning connections.

Teachers will utilize student interest surveys, relationship-building strategies, family conferences, and ongoing communication to better understand students' backgrounds, strengths, and needs. Linda Verde will continue strengthening bilingual communication systems and family engagement opportunities through SSC, ELAC, ParentSquare, community events, workshops, and student showcases that celebrate biliteracy and culture.

Action steps will also include creating opportunities for students to connect classroom learning to their community through project-based learning, cultural experiences, service learning, guest speakers, and enrichment opportunities tied to local resources and student interests. Teachers will collaborate during PLCs and coaching cycles to design lessons that incorporate student voice, collaborative learning, and meaningful real-world applications.

Through these efforts, Linda Verde seeks to build a strong sense of connection between home, school, and community while fostering culturally affirming learning environments where all students feel valued, empowered, and represented.

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Linda Verde Dual Language Immersion School utilizes a shared governance and collaborative leadership structure that ensures staff, families, students, and community partners actively participate in decision-making processes that support student success and continuous school improvement. Leadership responsibilities are distributed across multiple teams and committees to promote transparency, collaboration, and collective accountability.

The school leadership structure includes the Principal and Assistant Principal, who work collaboratively with the Instructional Leadership Team (ILT), grade-level PLCs, counselors, teachers, classified staff, and district support departments to guide instructional practices, school culture, and operational systems. The ILT supports the implementation of instructional priorities, professional development, data analysis, and coaching cycles aligned to school goals.

Shared governance is further strengthened through School Site Council (SSC) and English Learner Advisory Committee (ELAC), where parents, staff, and community members provide input on school goals, budgets, SPSA development, family engagement efforts, and programs supporting multilingual learners. Student voice is also incorporated through student leadership opportunities, climate discussions, and schoolwide feedback activities.

Community partnerships and district collaboration play an important role in supporting enrichment opportunities, social-emotional learning, attendance initiatives,

and extended learning programs. Counselors, intervention teams, and support staff collaborate regularly to address academic, behavioral, and wellness needs through MTSS structures.

The leadership structure emphasizes ongoing communication, collaborative problem-solving, and distributed leadership practices that empower stakeholders to contribute to decision-making processes. Through PLCs, leadership meetings, family engagement structures, and data cycles, Linda Verde fosters a culture of shared responsibility focused on equitable outcomes, biliteracy, academic achievement, and student well-being.

Staffing and Professional Development

Staffing and Professional Development Summary

Linda Verde Dual Language Immersion School recognizes the importance of developing and sustaining a highly qualified, culturally responsive, and collaborative staff to support student success. While currently 48% of teachers hold clear credentials, the school continues to prioritize professional growth, credential advancement, and instructional support to strengthen overall staff capacity. Recruiting credentialed bilingual teachers remains an ongoing challenge due to the specialized demands of dual language education; however, the school remains committed to attracting educators who value biliteracy, equity, and culturally responsive practices.

A significant strength of the school is that the staff reflects the community it serves, with 98% of teachers identifying as Hispanic/Latino. This representation contributes to strong relationships with students and families and supports an inclusive environment where students see their cultures, languages, and identities valued within the learning community.

Linda Verde's relatively young staff presents an opportunity to cultivate future teacher leaders and build long-term instructional capacity. To support growth and retention, the school has established systems of ongoing mentoring, collaboration, and coaching. New and developing teachers receive weekly support through peer mentoring, instructional coaching, PLC collaboration, and administrative guidance focused on strengthening instructional practices and student outcomes.

Monthly professional development opportunities are aligned to schoolwide priorities, including dual language instruction, integrated language development, academic discourse, student engagement, and culturally responsive teaching practices. These supports create a culture of continuous learning, collaboration, and reflection while helping educators meet the rigorous expectations of the bilingual program.

Through intentional support systems and leadership development opportunities, Linda Verde continues working toward strengthening teacher effectiveness, increasing retention, and ensuring high-quality instruction for all students.

Staffing and Professional Development Strengths

Our school is proud to foster a collaborative, growth-oriented culture centered on continuous improvement and high expectations for both staff and students. Educators are committed to refining instructional practices, embracing innovative strategies, and creating engaging learning environments that support student achievement and well-being. This shared commitment to professional learning has strengthened instructional consistency and reinforced a student-centered approach across classrooms.

One of the school's greatest strengths is the expertise and support provided by instructional coaches, interventionists, and teacher leaders, particularly in the areas of dual language education, biliteracy, and language development. Their guidance supports teachers in implementing effective instructional strategies that meet the diverse linguistic and academic needs of students while promoting bilingualism, biliteracy, and sociocultural competence.

The school has continued expanding professional development opportunities focused on teaching for biliteracy, integrated language development, academic discourse, and culturally responsive instruction. These learning opportunities help ensure curriculum and instruction remain rigorous, standards-aligned, and accessible to all learners while strengthening equitable outcomes for multilingual students.

Additionally, the implementation of GLAD (Guided Language Acquisition Design) strategies has enhanced instruction across content areas by supporting language

acquisition, student engagement, and literacy development. Teachers utilize research-based strategies such as cooperative learning, visuals, structured academic conversations, and comprehensible input to create meaningful and interactive learning experiences. These practices help students build confidence, strengthen language proficiency, and access rigorous academic content in both English and Spanish.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): As a growing dual language immersion school, Linda Verde must continue building teacher capacity through credential support, targeted professional development, and instructional coaching to ensure high-quality, rigorous instruction for all students.

Root Cause/Why: A limited pool of qualified bilingual educators and the demands of balancing full-time teaching with credential requirements create challenges in recruiting and retaining fully credentialed staff.

Needs Statement 2 (Prioritized): Although staff diversity and reduced turnover have contributed to a positive school culture, ongoing professional development, coaching, and mentoring are needed to build teacher capacity, strengthen instructional rigor, and improve student outcomes within the dual language program.

Root Cause/Why: A largely early-career teaching staff requires ongoing support to build instructional expertise and consistently implement high-quality dual language instruction.

Teaching and Learning

Teaching and Learning Summary

Linda Verde Dual Language Immersion School continues to strengthen its instructional program through the implementation of biliteracy units, GLAD strategies, and integrated language development practices that support student learning in both English and Spanish. As the school continues to grow, there is an ongoing focus on increasing instructional rigor and expanding opportunities for students to engage in critical thinking, academic discourse, problem-solving, and meaningful application of learning across content areas. Strengthening rigorous instruction within the biliteracy framework remains a priority to further advance academic achievement and biliteracy outcomes for all students.

Staff members describe the school as collaborative, student-centered, and deeply committed to the success and well-being of students. Teachers value the positive culture, strong relationships, and shared mission that contribute to a safe and inclusive learning environment. While systems of support are in place, the school continues refining structures to better support new teachers through coaching, mentoring, professional development, and access to instructional resources.

Professional Learning Communities (PLCs) meet regularly to analyze student data, collaborate on instructional planning, and identify student needs. Current efforts are focused on strengthening coherence across teams, improving alignment to schoolwide goals, and ensuring consistent implementation of instructional practices and interventions that support student growth.

Student progress continues to show positive movement in reading and mathematics across multiple student groups. At the same time, the school remains focused on addressing achievement gaps among English Learners, students with disabilities, and socioeconomically disadvantaged students through targeted interventions, MTSS supports, small-group instruction, and integrated language development.

Linda Verde also provides a variety of academic and enrichment opportunities, including special education services, ASB, Mariachi, Folklórico, and Walk-to-Learn intervention structures. These programs support the school's commitment to equity, engagement, student voice, and whole-child development. Additionally, restorative practices, SEL supports, and enrichment opportunities have contributed to a positive school climate and continued reductions in behavioral incidents.

Teaching and Learning Strengths

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Biliteracy and Language Development:

Linda Verde Dual Language Immersion School continues to strengthen its commitment to bilingualism, biliteracy, and sociocultural competence through the implementation of biliteracy units, integrated language development practices, and GLAD strategies. Instructional practices are intentionally designed to support language acquisition in both Spanish and English while promoting academic discourse, literacy development, and access to rigorous grade-level content. These efforts directly support the goals of dual language education and help students develop the skills needed to thrive in a multilingual and multicultural society.

Collaborative and Mission-Driven Culture:

The school fosters a collaborative, student-centered culture grounded in high expectations, relationship-building, and shared responsibility for student success. Staff consistently demonstrate a strong sense of pride, commitment, and dedication to supporting the academic and social-emotional growth of students. Teachers value the positive learning environment, collaborative teamwork, and collective focus on ensuring all students feel safe, supported, and empowered.

Supportive Structures and Enrichment Opportunities:

Linda Verde provides a variety of academic, intervention, leadership, and enrichment opportunities that support the whole child and promote equitable access to learning experiences. Programs such as ASB, Mariachi, Folklórico, special education supports, integrated language development, and Walk-to-Learn intervention structures foster student engagement, cultural identity, leadership development, and academic growth. These opportunities help create inclusive environments where students' languages, cultures, and talents are celebrated and valued.

Positive School Climate and Student Wellness:

The school has experienced continued improvement in school climate through the implementation of restorative practices, PBIS systems, SEL supports, and meaningful student engagement opportunities. Increased access to enrichment activities and relationship-centered practices has contributed to a reduction in behavior incidents while strengthening students' sense of belonging, connection, and emotional well-being.

Professional Learning Communities and Continuous Improvement:

Professional Learning Communities (PLCs) meet regularly to analyze student data, collaborate on instructional planning, monitor student progress, and identify targeted supports. These collaborative structures promote reflective practice, shared accountability, and continuous improvement while helping ensure instructional decisions remain responsive to student needs.

Student Progress and Growth:

Students continue to demonstrate growth in reading and mathematics across multiple student groups, reflecting the impact of ongoing instructional efforts, targeted interventions, and collaborative support systems. While achievement gaps remain an area of focus, the school remains committed to strengthening equitable outcomes through data-driven instruction, integrated language supports, MTSS interventions, and continued professional learning centered on student achievement and biliteracy development.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Linda Verde continues to experience achievement gaps in ELA, particularly among English Learners. Additional professional development and coaching are needed to strengthen instructional rigor, data-driven practices, and dual language instruction.

Root Cause/Why: Many teachers have limited preparation in dual language instruction and bilingual pedagogy. Inconsistent early literacy practices and limited use of data-driven PLC structures contribute to uneven implementation of rigorous, standards-aligned instruction.

Needs Statement 2 (Prioritized): Math achievement remains low across grade levels, particularly among English Learners. Additional support is needed to strengthen rigorous instruction, mathematical discourse, and data-driven practices.

Root Cause/Why: Inconsistent instructional rigor and limited data-driven planning have contributed to gaps in mathematical understanding, particularly among English Learners and struggling learners.

Needs Statement 3 (Prioritized): English Learners are not making sufficient progress toward English proficiency and grade-level standards. Targeted language supports and consistent Integrated ELD instruction are needed to improve outcomes.

Root Cause/Why: Inconsistent implementation of Integrated ELD practices, including the use of language objectives and instructional scaffolds, has limited opportunities for English Learners to fully access grade-level content and accelerate language development.

Needs Statement 4 (Prioritized): PLCs need to strengthen the consistent use of student data and collaborative inquiry to inform instructional decisions, monitor student progress, and ensure rigorous, standards-aligned instruction across classrooms.

Root Cause/Why: PLCs require more structured protocols and dedicated time for data analysis, collaborative planning, and examination of student work. This has resulted in inconsistent use of data to drive instruction, monitor student growth, and ensure rigorous learning experiences for all students.

Needs Statement 5 (Prioritized): A significant number of students are performing below grade-level expectations in reading and require additional targeted support to develop foundational literacy skills, reading comprehension, academic vocabulary, and written language proficiency.

Root Cause/Why: Assessment data indicate that many students have unfinished learning in foundational literacy skills, vocabulary, and reading comprehension. Without consistent, targeted intervention and progress monitoring, these gaps continue to impact students' ability to access grade-level content and demonstrate proficiency in ELA.

Needs Statement 6 (Prioritized): Mathematics achievement data indicate a need to strengthen the use of data-driven instructional practices and targeted interventions to improve student outcomes and ensure all students have access to rigorous grade-level learning.

Root Cause/Why: PLCs need more consistent structures and protocols for analyzing assessment data, monitoring student progress, and implementing targeted interventions. This has resulted in inconsistent instructional responses to student learning needs and persistent achievement gaps in mathematics.

Parental Engagement

Parental Engagement Summary

Linda Verde Dual Language Immersion School values families and community members as essential partners in student success and actively works to foster meaningful engagement through ongoing communication, collaboration, and relationship-building opportunities. The school promotes strong parent and community involvement through family events, student showcases, workshops, conferences, volunteer opportunities, and participation in advisory committees that support schoolwide goals and student achievement.

Family participation and engagement are monitored through sign-in sheets, surveys, feedback forms, and participation data, which consistently demonstrate strong involvement and a positive connection between families and the school community. Parents frequently report feeling welcomed, respected, and supported, with intentional efforts made to create inclusive and accessible environments for all families. Communication is consistently provided in both English and Spanish through ParentSquare, meetings, newsletters, phone calls, and translated materials to ensure families remain informed and connected.

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) continue to play an active role in supporting school improvement efforts, reviewing data, and providing input on programs and resources that impact student learning. As part of the school's commitment to continuous improvement and shared leadership, Linda Verde is working to further strengthen family voice and participation in decision-making processes. Current efforts focus on expanding opportunities for authentic stakeholder feedback, increasing family leadership development, and creating more structured systems for gathering meaningful input that informs school goals, instructional priorities, and community-based supports.

Through these efforts, Linda Verde continues to build trusting partnerships with families and strengthen a collaborative school culture where all stakeholders feel valued, heard, and empowered to contribute to student success.

Parental Engagement Strengths

Linda Verde Dual Language Immersion School demonstrates a strong commitment to building meaningful partnerships with families and the community through consistent engagement opportunities, open communication, and inclusive practices. Families actively participate in school events, parent conferences, workshops, cultural celebrations, volunteer opportunities, and advisory committees, reflecting a high level of involvement and investment in student success.

Parents consistently report feeling welcomed, valued, and supported as important members of the school community. The school prioritizes accessible and effective communication by providing information in both English and Spanish through ParentSquare, meetings, phone calls, newsletters, translated materials, and family outreach efforts. These systems help strengthen trust, increase participation, and ensure families remain informed and connected to their child's educational experience.

Linda Verde's active School Site Council (SSC) and English Learner Advisory Committee (ELAC) further demonstrate the school's commitment to family engagement and shared decision-making. These groups provide families with opportunities to collaborate with school staff, review school goals and programs, provide feedback, and support continuous improvement efforts that positively impact student achievement and well-being.

Through strong family-school partnerships and culturally responsive engagement practices, Linda Verde continues to foster a collaborative and inclusive school

community where families are recognized as essential partners in supporting student growth, biliteracy development, and overall school success.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Family participation in school decision-making remains limited. Additional opportunities for meaningful engagement, targeted outreach, and increased awareness of how family input influences school decisions are needed to strengthen family voice and shared leadership.

Root Cause/Why: Diverse families need additional opportunities for meaningful engagement and shared decision-making, as well as increased access to information that demonstrates how their input contributes to school improvement efforts.

Needs Statement 2 (Prioritized): Family engagement and student achievement data indicate a need to strengthen families' capacity to support literacy and mathematics learning at home by increasing access to resources, workshops, and information on instructional practices.

Root Cause/Why: Families need increased access to curriculum-aligned resources, workshops, and learning tools that build their capacity to support student learning at home.

Needs Statement 3 (Prioritized): Student, family, and school climate data indicate a need to strengthen strategic partnerships that provide students and families with comprehensive social-emotional, behavioral, and wellness supports.

Root Cause/Why: Limited awareness of available resources and inconsistent connections between families, schools, and community agencies have reduced access to supports that promote student well-being, engagement, and success.

School Culture and Climate

School Culture and Climate Summary

Linda Verde Dual Language Immersion School provides a comprehensive range of specialized programs and supports designed to meet the diverse academic, linguistic, behavioral, and social-emotional needs of all students. Programs such as Dual Language Immersion, English Learner supports, Special Education services, MTSS interventions, and targeted academic assistance are intentionally structured to ensure students receive equitable access to high-quality instruction and individualized support. Enrollment and participation data continue to demonstrate equitable access across student groups, while ongoing monitoring and reflection help ensure proportional representation, participation, and engagement for all learners.

The school remains deeply committed to educational equity through the implementation of differentiated instruction, integrated language development, targeted interventions, and inclusive support systems that address the unique strengths and needs of students. Teachers and staff participate in continuous professional development focused on culturally responsive practices, inclusive instruction, trauma-informed approaches, academic discourse, and strategies that support multilingual learners and students with diverse learning needs. These efforts help ensure all students have access to the resources, opportunities, and supports necessary for academic success and personal growth.

Linda Verde also implements a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework that promotes a safe, structured, and supportive learning environment centered on positive relationships, clear expectations, and student engagement. Staff have received ongoing training in classroom management, restorative practices, behavior supports, and trauma-informed strategies to strengthen consistency and responsiveness across classrooms and school settings. School data reflects a continued decline in suspension rates and behavior incidents, demonstrating the positive impact of proactive interventions and restorative approaches that prioritize student support over exclusionary discipline practices.

In addition, the school maintains a comprehensive and regularly updated school safety plan that addresses bullying prevention, violence prevention, drug awareness, suicide prevention, and emergency preparedness. Staff receive annual safety training, and student voice is incorporated through surveys and feedback processes that help inform and strengthen schoolwide supports and procedures. Emergency preparedness is reinforced through regular fire, earthquake, and lockdown drills conducted in alignment with district expectations. Ongoing evaluations indicate that students and staff demonstrate a strong understanding of safety protocols and emergency response procedures, contributing to a secure and supportive school environment for all members of the school community.

School Culture and Climate Strengths

Linda Verde Dual Language Immersion School provides strong, inclusive, and student-centered programs designed to meet the diverse academic, linguistic, behavioral, and social-emotional needs of all learners. Programs such as Dual Language Immersion, English Learner supports, Special Education services, MTSS interventions, and targeted academic assistance ensure students have equitable access to rigorous instruction, meaningful learning opportunities, and individualized supports. The school remains committed to monitoring participation and access across student groups to promote equity, inclusion, and student success for all learners.

Staff members engage in ongoing professional development focused on inclusive instructional practices, culturally responsive teaching, integrated language development, trauma-informed approaches, restorative practices, and effective behavior management strategies. These continuous learning opportunities strengthen staff capacity to support diverse student needs while fostering positive classroom environments centered on relationship-building, engagement, and academic growth.

Linda Verde's implementation of a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework has contributed to a positive, structured, and supportive school climate. Through proactive behavior supports, social-emotional learning, restorative practices, and increased student engagement opportunities, the school has experienced a reduction in suspension rates and behavioral incidents, reflecting the effectiveness of preventive and relationship-centered approaches.

The school also maintains a comprehensive and regularly updated safety plan that prioritizes student and staff well-being through protocols addressing bullying prevention, violence prevention, emergency preparedness, drug awareness, and suicide prevention. Staff receive annual safety training, and emergency preparedness is reinforced through regular fire, earthquake, and lockdown drills conducted in alignment with district guidelines. These ongoing practices help ensure students and staff are well-prepared, confident in emergency procedures, and supported within a safe and secure learning environment.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): There is a need to increase the use of student feedback data from safety and climate surveys to inform more responsive schoolwide practices and interventions.

Root Cause/Why: Survey data collection is strong, but limited time and structures exist for analyzing and acting on student voice in a systematic way.

Needs Statement 2 (Prioritized): Linda Verde continues to experience a high rate of chronic absenteeism, impacting student achievement and engagement. There is a need to foster a positive school culture that motivates and rewards regular attendance through consistent recognition and incentives.

Root Cause/Why: Students and families may lack consistent awareness of the importance of daily attendance and do not always feel connected or motivated by existing school practices. Current efforts to promote attendance have not included a schoolwide, systematic approach to recognition or incentives that build a culture of attendance.

Needs Statement 3 (Prioritized): Students need increased access to culturally responsive Visual and Performing Arts (VAPA) programs that promote engagement, creativity, cultural pride, and school connectedness. Families have expressed a desire for expanded opportunities in visual arts, Mariachi, Folklorico, and other culturally relevant enrichment programs.

Root Cause/Why: Limited funding, staffing, and access to specialized instructors have restricted opportunities to expand Visual and Performing Arts (VAPA) programs, including culturally responsive offerings such as visual arts, Mariachi, and Folklorico.

Needs Statement 4 (Prioritized): Student survey, attendance, and behavior data indicate a need to strengthen students' sense of belonging, connectedness, and engagement through positive school climate initiatives and social-emotional supports.

Root Cause/Why: Students need more consistent opportunities to build meaningful relationships, develop social-emotional skills, and engage in school experiences that foster a sense of belonging and connection.

Needs Statement 5 (Prioritized): There is a need to strengthen student voice, leadership, and culturally responsive learning experiences to increase student engagement, school connectedness, and a sense of belonging.

Root Cause/Why: Limited structures for gathering student input and providing authentic leadership opportunities have reduced students' ability to influence school culture and engage in meaningful community-based learning experiences.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	By June 2027, Linda Verde Dual Language Immersion School will improve ELA achievement by reducing its California School Dashboard Distance from Standard from -78.2 to -73.2 points below standard through rigorous standards-aligned instruction, biliteracy units, targeted intervention, academic discourse, and data-driven instructional practices.

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.

As a growing dual language immersion school, Linda Verde must continue building teacher capacity through credential support, targeted professional development, and instructional coaching to ensure high-quality, rigorous instruction for all students.

Although staff diversity and reduced turnover have contributed to a positive school culture, ongoing professional development, coaching, and mentoring are needed to build teacher capacity, strengthen instructional rigor, and improve student outcomes within the dual language program.

Linda Verde continues to experience achievement gaps in ELA, particularly among English Learners. Additional professional development and coaching are needed to strengthen instructional rigor, data-driven practices, and dual language instruction.

PLCs need to strengthen the consistent use of student data and collaborative inquiry to inform instructional decisions, monitor student progress, and ensure rigorous, standards-aligned instruction across classrooms.

A significant number of students are performing below grade-level expectations in reading and require additional targeted support to develop foundational literacy skills, reading comprehension, academic vocabulary, and written language proficiency.

Family engagement and student achievement data indicate a need to strengthen families' capacity to support literacy and mathematics learning at home by increasing access to resources, workshops, and information on instructional practices.

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
ELA CAASPP (Overall Student Group)	-78.2 (ORANGE)	-73.2 (ORANGE)
ELA CAASPP (EL)	-100.1 (ORANGAGE)	95.1 (ORANGE)

ELA CAASPP (SWD)	142.6 (ORANGE)	137.6 (ORANGE)
ELA CAASPP (AA)	110.7 (ORANGE)	105.7 (ORANGE)
iReady Reading-ENGLISH	23% proficient	33% proficient
iReady Reading-SPANISH	46.7% proficient	56.7% proficient
YouthTruth	Family- School Safety- 62% Student Sense of Belonging 31% Student Culture/PBIS- 19% Staff Feedback- 71%	Family School Safety-72% Student Sense of Belonging- 41% Student Culture/PBIS-29% Staff- Feedback 81%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Refine and implement biliteracy units aligned to grade-level ELA and California ELD Standards to ensure students engage in rigorous, standards-based learning in both English and Spanish. Instruction will emphasize critical thinking, academic discourse, evidence-based writing, and authentic application of knowledge across content areas. Key instructional practices will include: * Close reading of complex grade-level texts in English and Spanish. * Text-dependent questions that require analysis, evaluation, and justification. * Structured academic discourse using accountable talk and collaborative conversations. * Evidence-based writing tasks that require students to cite textual evidence and defend claims. * Depth of Knowledge (DOK) Level 3 and 4 tasks that promote inquiry, problem-solving, and higher-order thinking. * Performance tasks and project-based learning experiences that require students to apply learning in meaningful contexts. * Opportunities for productive struggle and student-led reasoning. Professional development and coaching will focus on: * Increasing instructional rigor and cognitive demand. * Effective questioning techniques and academic discourse routines. * Biliteracy instructional practices and language development strategies. * Analyzing student work to determine the level of rigor and alignment to standards. Professional Learning Communities (PLCs) will: * Analyze student achievement and formative assessment data. * Review student work to evaluate rigor and standards mastery. * Identify instructional adjustments and targeted interventions. * Monitor the progress of English Learners, students with disabilities, and other student groups. To deepen learning and build background knowledge, students will participate in culturally relevant field trips, guest speakers, enrichment activities, and community-based learning experiences that connect classroom instruction to real-world applications while strengthening biliteracy, bilingualism, and sociocultural competence.	All Students, English Learners, Low Income, Students with Disabilities, Foster Youth	\$30,000 \$39,432.61	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures

1.1.2	CCSPP STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING Build Teacher Capacity in Dual Language Pedagogy Provide ongoing professional development, coaching, and collaborative planning opportunities to strengthen teacher expertise in dual language instruction, biliteracy development, and culturally responsive teaching practices. Professional learning will focus on the implementation of GLAD strategies, the California ELA/ELD Framework, Integrated and Designated ELD, academic discourse, and research-based biliteracy practices that support bilingualism, biliteracy, and high levels of academic achievement. Key actions will include: Ongoing coaching cycles focused on rigorous, language-rich instruction in both English and Spanish. Professional development on biliteracy unit design, cross-linguistic transfer, and Bridge practices. Training on structured academic discourse, higher-order questioning, and language objectives. Collaborative lesson planning and calibration of instructional practices through PLCs and ILT. Classroom walkthroughs and feedback cycles focused on dual language instructional look-fors. Analysis of student work and assessment data to monitor language development and academic growth. Development of teacher leaders who can model effective dual language instructional practices. To strengthen community-based learning connections, teachers will design learning experiences that incorporate students' cultural backgrounds, community assets, and real-world applications. Students will engage in project-based learning, community partnerships, guest speaker opportunities, and culturally relevant experiences that connect classroom learning to their lives and communities. Additionally, Linda Verde will explore partnerships with universities and educational organizations to expand professional learning opportunities, support teacher credential attainment, provide access to current research in dual language education, and address gaps in pre-service preparation for bilingual educators.	Students with Disabilities, Low Income, All Students, English Learners	\$8,980.50 \$43,800	LCFF S/C Account Code: 4000–4999 Books and Supplies Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
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1.1.3	Strengthen PLCs and Data Use Strengthen Professional Learning Communities (PLCs) by establishing a consistent cycle of inquiry focused on student achievement, instructional rigor, and continuous improvement. PLCs will utilize multiple data sources to drive instructional decisions, align instruction to grade-level standards, monitor student progress, and ensure equitable outcomes for all student groups. Key actions will include: Analyze CAASPP, i-Ready, ELPAC, DIBELS, formative assessments, and common assessments to identify trends, strengths, and areas for growth. Regularly examine student work samples in both English and Spanish to monitor standards mastery, biliteracy development, and the level of cognitive rigor. Utilize data protocols to identify unfinished learning, misconceptions, and intervention needs. Develop and monitor SMART goals aligned to grade-level and schoolwide achievement targets. Collaboratively plan standards-aligned lessons that incorporate rigorous tasks, academic discourse, and differentiated supports. Monitor the progress of English Learners, students with disabilities, and other student groups to ensure equitable access to grade-level content. Use formative assessment data to adjust instruction, intervention groups, and enrichment opportunities in a timely manner. Engage in data-driven cycles of continuous improvement, including planning, implementation, reflection, and refinement of instructional practices. PLCs will also participate in collaborative data dialogues and instructional rounds to identify effective practices, calibrate expectations for student performance, and strengthen consistency in high-quality instruction across classrooms. The ongoing use of data will support informed decision-making, targeted interventions, and improved student outcomes in both English and Spanish.	Low Income, English Learners, All Students, Students with Disabilities	\$2,000	Title 1 Account Code: 4000–4999 Books and Supplies
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1.1.4	Expand Literacy Interventions in English Implement targeted Tier 2 and Tier 3 literacy interventions in English to accelerate reading achievement for students performing below grade-level expectations. Intervention services will be guided by multiple measures, including i-Ready, DIBELS, CAASPP, classroom assessments, and teacher recommendations, to ensure students receive timely and appropriate support. Key actions will include: Provide small-group, targeted instruction focused on foundational reading skills, fluency, vocabulary development, reading comprehension, and written response. Utilize evidence-based intervention programs and instructional resources aligned to identified student needs. Group students based on assessment data, language proficiency levels, and specific skill deficits. Monitor student progress regularly through formative assessments and intervention data reviews. Adjust intervention groups and instructional supports based on student growth and ongoing data analysis. Provide additional support for English Learners by integrating language development strategies and academic vocabulary instruction within intervention lessons. Collaborate with classroom teachers, intervention staff, and PLC teams to ensure alignment between core instruction and intervention services. Utilize MTSS structures to identify students requiring intensified support and monitor intervention effectiveness. Intervention teams and PLCs will regularly review student data to evaluate the impact of interventions, identify students needing additional support, and ensure all students have equitable access to grade-level literacy outcomes. The goal is to accelerate learning, close achievement gaps, and increase the number of students meeting or exceeding grade-level standards in reading.	Low Income, English Learners, All Students, Students with Disabilities	\$4,200	Title 1 Account Code: 4000–4999 Books and Supplies
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1.1.5	CCSPP STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING Engage Families in Literacy Strengthen family engagement by providing meaningful opportunities for families to support literacy, biliteracy, and academic achievement at home. Family engagement efforts will be aligned to schoolwide literacy goals and designed to build parents' capacity as partners in their child's education. Key actions will include: * Offer bilingual family literacy workshops focused on reading strategies, comprehension, vocabulary development, and supporting literacy at home. * Provide families with bilingual literacy resources, take-home materials, and access to digital learning tools. * Share grade-level learning expectations and strategies families can use to reinforce literacy skills in both English and Spanish. * Host family reading nights, literacy celebrations, and student showcases that promote a culture of reading and biliteracy. * Provide training for families on interpreting assessment data and monitoring student progress. * Utilize ParentSquare, newsletters, and family outreach efforts to share literacy tips, resources, and learning activities throughout the year. To strengthen community-based learning and sociocultural competence, Linda Verde will facilitate opportunities that celebrate linguistic and cultural diversity while fostering connections between students, families, and the broader community. Key actions will include: * Host bilingual family nights and cultural exchange events that highlight the languages, traditions, and experiences represented within the school community. * Organize student performances, literacy showcases, Mariachi, Folklorico, and visual arts exhibitions that celebrate bilingualism and cultural pride. * Invite community members, authors, cultural leaders, and guest speakers to share experiences that enrich student learning and expand cultural awareness. * Create opportunities for students and families to engage in community-based projects and service-learning experiences connected to biliteracy and cultural understanding. * Promote family leadership and participation through SSC, ELAC, and schoolwide events that encourage collaboration and shared decision-making.	Students with Disabilities, Low Income, English Learners, All Students	\$8,000 \$5,000 \$6,000	Title 1 Account Code: 4000–4999 Books and Supplies LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures LCFF S/C Account Code: 4000–4999 Books and Supplies
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	These efforts will strengthen home-school partnerships, promote biliteracy and bilingualism, and create a school community where all families feel valued, connected, and empowered to support student success.			
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Annual Review

SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Linda Verde has continued implementing standards-aligned biliteracy instruction through revised biliteracy units, structured collaborative conversations, GLAD strategies, and increased opportunities for higher-order thinking and academic discourse in both English and Spanish. Teachers have participated in ongoing professional development and coaching focused on dual language pedagogy, the CA ELA/ELD Framework, and Balanced Lesson Design. PLCs regularly analyze student data and student work to monitor progress and adjust instruction. English literacy interventions have been implemented using assessment data to provide targeted support for students needing additional reading intervention. Family engagement efforts, including bilingual workshops and literacy events, have strengthened home-school partnerships and increased family participation in supporting literacy development. These strategies are showing positive impact through improved classroom rigor, increased student engagement, stronger academic discourse, and growth in literacy skills across both program languages.

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

While implementation of the strategies has remained strong overall, challenges continue with staffing capacity, intervention scheduling, and the limited availability of dual language instructional resources and trained personnel. Some professional development and collaborative planning opportunities had to be adjusted due to substitute shortages and competing site priorities. In addition, varying student language proficiency levels and inconsistent attendance have impacted the effectiveness of interventions for some students. Continued support is needed to strengthen consistency in instructional rigor across classrooms and to expand access to high-quality biliteracy materials and intervention supports.

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

Based on the analysis of implementation and student performance data, Linda Verde will continue refining biliteracy instructional practices with an increased focus on academic discourse, complex text analysis, and differentiated instruction in both languages. Additional emphasis will be placed on targeted literacy interventions, progress monitoring, and consistent implementation of instructional look-fors during classroom walkthroughs and PLC cycles. The school will also expand family literacy engagement opportunities and continue strengthening teacher capacity through coaching and professional development in dual language instruction and GLAD strategies. These updates are reflected in the revised strategies, professional development actions, intervention supports, and family engagement sections within Goal 1 of the SPSA.

Goal 1.2

Goal #	Description
Goal 1.2	By June 2027, Linda Verde Dual Language Immersion School will improve Mathematics achievement by reducing its California School Dashboard Distance from Standard from -97.9 to -92.9 points below standard through rigorous standards-aligned instruction, mathematical discourse, targeted intervention, and data-driven instructional practices.

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.

As a growing dual language immersion school, Linda Verde must continue building teacher capacity through credential support, targeted professional development, and instructional coaching to ensure high-quality, rigorous instruction for all students.

Although staff diversity and reduced turnover have contributed to a positive school culture, ongoing professional development, coaching, and mentoring are needed to build teacher capacity, strengthen instructional rigor, and improve student outcomes within the dual language program.

Math achievement remains low across grade levels, particularly among English Learners. Additional support is needed to strengthen rigorous instruction, mathematical discourse, and data-driven practices.

PLCs need to strengthen the consistent use of student data and collaborative inquiry to inform instructional decisions, monitor student progress, and ensure rigorous, standards-aligned instruction across classrooms.

Mathematics achievement data indicate a need to strengthen the use of data-driven instructional practices and targeted interventions to improve student outcomes and ensure all students have access to rigorous grade-level learning.

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
Math CAASPP (Overall Student Group)	-97.9 (RED)	-92 (ORANGE)
MATH CAASPP (SED)	-101 (RED)	-96 (ORANGE)
MATH CAASPP (EL)	-115.1 (RED)	110.1 (ORANGE)
MATH CAASPP (AA)	-150.6	-145.6

MATH CAASPP (SWD)	161.6 (ORANGE)	154.6 (ORANGE)
iREADY- MATH	20% Proficiency	30% Proficiency

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	Enhance Rigorous, Standards-Aligned Math Instruction Provide ongoing professional development, coaching, and collaborative planning to strengthen standards-aligned mathematics instruction and increase student achievement across all grade levels. Instruction will focus on developing conceptual understanding, procedural fluency, problem-solving, and mathematical reasoning while ensuring equitable access to grade-level content for all students. Key actions will include: * Provide professional development on effective implementation of the adopted mathematics curriculum and California Mathematics Framework. * Strengthen lesson design through the use of rigorous, standards-aligned tasks that promote critical thinking and productive struggle. * Increase opportunities for mathematical discourse through structured student-to-student conversations, justification of reasoning, and collaborative problem-solving. * Integrate academic language supports, sentence frames, and vocabulary development to improve access for English Learners and other student groups. * Utilize higher-order questioning techniques that require students to explain, analyze, justify, and defend mathematical thinking. * Implement formative assessment practices to monitor understanding and adjust instruction based on student needs. * Conduct classroom walkthroughs and coaching cycles focused on mathematical rigor, discourse, and student engagement. * Provide collaborative planning opportunities through PLCs to analyze student work, identify misconceptions, and develop targeted instructional responses. * Ensure consistent implementation of instructional practices that promote conceptual understanding before procedural fluency. Professional Learning Communities (PLCs) will regularly review assessment data, monitor student progress, and refine instructional practices to ensure all students engage in rigorous mathematics learning experiences and make progress toward grade-level standards.	All Students, Students with Disabilities, English Learners, Low Income	\$40,000 \$10,000	California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries LCFF - Base Account Code: 4000–4999 Books and Supplies

1.2.2	Strengthen Data-Driven Instruction and Intervention Strengthen Professional Learning Communities (PLCs) through the consistent use of assessment data to identify student needs, monitor progress, and make informed instructional decisions that improve mathematics achievement. PLCs will engage in ongoing cycles of inquiry focused on analyzing student performance, identifying learning gaps, and implementing targeted interventions to ensure all students have access to rigorous grade-level instruction. Key actions will include: * Analyze multiple data sources, including CAASPP, i-Ready, common formative assessments, and classroom assessments to identify trends, strengths, and areas for growth. * Utilize data protocols to identify unfinished learning, misconceptions, and priority standards requiring additional support. * Collaboratively examine student work to assess conceptual understanding, mathematical reasoning, and mastery of grade-level standards. * Develop and monitor SMART goals aligned to grade-level and schoolwide mathematics targets. * Adjust core instruction based on assessment data and evidence of student learning. * Implement targeted Tier 2 and Tier 3 interventions focused on identified skill deficits and conceptual gaps. * Utilize MTSS structures to identify students requiring additional academic support and monitor intervention effectiveness. * Progress monitor students regularly and adjust intervention groups based on growth and performance data. * Prioritize support for English Learners, students with disabilities, and other student groups demonstrating the greatest academic needs. * Facilitate collaborative planning sessions where teachers develop instructional responses to address identified learning gaps. PLCs will regularly evaluate the effectiveness of instructional practices and interventions, ensuring resources and supports are strategically aligned to student needs. Through ongoing data analysis, progress monitoring, and targeted intervention, the school will strengthen mathematics outcomes, increase student achievement, and reduce performance gaps among student groups.	Students with Disabilities, Low Income, English Learners, All Students	\$5,000	LCFF - Base Account Code: 4000–4999 Books and Supplies
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SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Linda Verde has continued implementing rigorous, standards-aligned math instruction through ongoing professional development, instructional coaching, and collaborative planning focused on conceptual understanding and academic language development in mathematics. Teachers are incorporating higher-order thinking tasks, mathematical discourse, and language supports into daily instruction to strengthen both math proficiency and student confidence. PLCs regularly analyze assessment data to identify student needs, adjust instruction, and implement targeted interventions. Tier 2 and Tier 3 math interventions have provided additional support for students performing below grade level, while ongoing progress monitoring has helped staff respond more effectively to student growth and learning gaps. Support for new and developing teachers has strengthened instructional consistency across classrooms, resulting in improved student engagement and increased implementation of standards-aligned instructional practices.

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

While implementation efforts have continued, the school has experienced challenges balancing instructional supports and intervention resources between English Language Arts and mathematics. Due to the significant focus on improving literacy outcomes and biliteracy development, Language Arts has been prioritized, which has limited the level of support and intervention time available for mathematics instruction. As a result, math has remained a challenging subject area for many students.

Additionally, the school has been in transition with the implementation of a new math curriculum, which has created inconsistencies in instructional delivery and pacing across grade levels. Teachers have needed additional time, training, and coaching to become familiar with the curriculum resources, instructional expectations, and strategies for integrating academic language into mathematics instruction. Staffing capacity, substitute shortages, and limited collaboration time have also impacted the consistency of intervention implementation and professional development opportunities.

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

Based on the analysis of student performance data and implementation outcomes, Linda Verde will increase its focus on strengthening mathematics instruction and intervention systems while maintaining support for biliteracy development. Additional emphasis will be placed on balancing instructional priorities between Language Arts and mathematics to ensure students receive consistent support in both content areas. The school will continue providing professional development and coaching aligned to the new math curriculum, with a focus on conceptual understanding, academic discourse, and language-rich math instruction.

PLCs will continue using data to drive instructional decisions, monitor student progress, and strengthen targeted Tier 2 and Tier 3 interventions. Additional support will also be provided to new and developing teachers to ensure consistency in instructional practices across classrooms. These refinements and modifications are reflected in the updated professional development, curriculum implementation, intervention, and instructional support actions outlined in Goal 2 of the SPSA.

Goal 1.3

Goal #	Description
Goal 1.3	By June 2027, Linda Verde Dual Language Immersion School will increase the percentage of English Learners progressing at least one English Learner Progress Indicator (ELPI) level on the ELPAC from 50.5% to 55.5% through targeted language development strategies, integrated and designated ELD instruction, and data-driven supports across content areas.

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 are not making sufficient progress toward English proficiency and grade-level standards. Targeted language supports and consistent Integrated ELD instruction are needed to improve outcomes.

PLCs need to strengthen the consistent use of student data and collaborative inquiry to inform instructional decisions, monitor student progress, and ensure rigorous, standards-aligned instruction across classrooms.

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
ELPI	50.5% (GREEN)	55.5% (GREEN)
CAASPP	100.1 (ORANGE)	95.1(ORANGE)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	Provide Professional Development and Coaching to Strengthen Integrated ELD Instruction Provide ongoing professional development, coaching, and collaborative planning opportunities to strengthen the implementation of Integrated ELD instruction aligned to the California ELD Standards. Build teacher capacity to intentionally develop academic language while ensuring English Learners have equitable access to rigorous grade-level content across all subject areas. Key actions will include: * Provide training on the California ELD Standards and their integration within core content instruction. * Strengthen the use of explicit language objectives aligned to content objectives in every lesson. * Develop teacher expertise in teaching academic vocabulary, syntax, language functions, and structured discourse. * Increase opportunities for student-to-student academic conversations through collaborative learning structures and language routines. * Utilize scaffolds such as sentence frames, graphic organizers, visual supports, and modeled language to support language development. * Implement classroom walkthroughs and coaching cycles focused on Integrated ELD instructional look-fors. * Analyze student work, ELPAC data, and formative assessments to identify language needs and adjust instruction. * Support teachers in designing lessons that promote listening, speaking, reading, and writing across content areas. * Facilitate PLC collaboration focused on language development, instructional planning, and monitoring English Learner progress. * Provide targeted support for long-term English Learners and students not demonstrating adequate language growth. Instruction will emphasize rigorous academic tasks that require students to explain their thinking, justify responses using evidence, engage in structured discourse, and apply academic language in authentic contexts. Through consistent implementation of Integrated ELD practices, English Learners will strengthen language proficiency, access grade-level standards, and increase achievement across all content areas.	English Learners		

	* Progress monitoring to evaluate student growth and identify additional support needs. These efforts will strengthen language acquisition, increase English Learner achievement, and support students in progressing at least one ELPI level while improving access to rigorous grade-level content.			
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Annual Review

SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Linda Verde has continued implementing Integrated ELD instruction aligned to the California ELD Standards through ongoing professional development, instructional coaching, and collaborative planning. Teachers are increasingly incorporating clear content and language objectives, structured academic discourse, vocabulary development, and language supports into daily instruction across content areas. PLCs regularly review ELPAC, formative assessment, and ELPI data to identify student needs, strategically group students, and adjust instruction to support language development.

The school also implemented targeted supports such as ELPAC Academy tutoring sessions designed to provide small-group instruction focused on listening, speaking, reading, and writing skills aligned to the ELPAC domains. These efforts have helped strengthen teacher awareness of language development needs and increased opportunities for students to engage in academic conversations and rigorous language tasks across the instructional day. Increased collaboration among teachers and support staff has also improved monitoring of English Learner progress and intervention planning.

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

While implementation efforts have remained consistent, the school has experienced challenges balancing instructional supports across multiple priority areas, particularly between English Language Arts, mathematics, and targeted English Learner supports. In addition, varying levels of student language proficiency, inconsistent attendance, and limited intervention time have impacted the effectiveness and consistency of language development supports for some students.

The school also experienced challenges in ensuring the consistent implementation of Integrated ELD practices across all classrooms, particularly with newer staff members still developing familiarity with dual language instructional practices and language acquisition strategies. Staffing capacity, substitute shortages, and limited release time for collaboration and coaching also impacted the frequency of professional development and data analysis opportunities. Additionally, scheduling constraints limited the number of students able to fully participate in supplemental supports such as ELPAC Academy tutoring sessions.

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

Based on the analysis of implementation and student performance data, Linda Verde will continue strengthening Integrated ELD instruction with an increased focus on consistent language objectives, structured academic discourse, and differentiated language supports across all content areas. Additional emphasis will be placed on strengthening teacher capacity in language acquisition strategies and ensuring greater consistency in implementation across classrooms.

The school will continue expanding data-driven PLC practices focused on ELPAC and ELPI data analysis to better target instruction and interventions for English Learners. Additional refinements will include strengthening small-group instruction, increasing progress monitoring, and enhancing supplemental supports such as ELPAC Academy tutoring to accelerate language growth. These modifications are reflected in the updated professional development, intervention, and English Learner support actions outlined in the SPSA under the English Learner achievement goal and related instructional strategies.

Goal 2.1

Goal #	Description
Goal 2.1	By June 2027, Linda Verde will enhance equitable practices and improve school climate by reducing behavior incidents by 0.2% and increasing student connectedness, as measured by suspension data, referrals, and student surveys. Restorative practices and SEL supports will be implemented to eliminate barriers to student success.

Identified Need

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

Student, family, and school climate data indicate a need to strengthen strategic partnerships that provide students and families with comprehensive social-emotional, behavioral, and wellness supports.

Students need increased access to culturally responsive Visual and Performing Arts (VAPA) programs that promote engagement, creativity, cultural pride, and school connectedness. Families have expressed a desire for expanded opportunities in visual arts, Mariachi, Folklorico, and other culturally relevant enrichment programs.

Student survey, attendance, and behavior data indicate a need to strengthen students' sense of belonging, connectedness, and engagement through positive school climate initiatives and social-emotional supports.

There is a need to strengthen student voice, leadership, and culturally responsive learning experiences to increase student engagement, school connectedness, and a sense of belonging.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Suspension Data	.4% (blue)	.2% (blue)
CAASPP Chronic Absenteeism	14.3% (yellow)	9.3% (GREEN)
Youth Truth-	Students Belonging- 31% Family Engagement- 73%	Students Belonging-41% Family Engagement- 83%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	CCSPP STRATEGY 1 : SHARED COMMITMENT, UNDERSTANDING, AND PRIORITIES Train All Staff in Restorative Practices and Social-Emotional Learning (SEL) Provide ongoing professional development and coaching to ensure all staff effectively implement restorative practices, Positive Behavioral Interventions and Supports (PBIS), and Social-Emotional Learning (SEL) strategies that foster safe, inclusive, and supportive learning environments. Staff will develop the skills necessary to build strong relationships, address conflicts proactively, and support students' social-emotional growth while reducing behavior incidents and increasing student connectedness. Key actions will include: * Provide annual training and refresher sessions on restorative practices, SEL, trauma-informed practices, and relationship-centered classroom management. * Implement community circles, restorative conversations, and conflict resolution strategies to strengthen classroom culture and student voice. * Integrate SEL competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, into daily instruction. * Utilize emotional regulation tools, mindfulness strategies, and calming techniques to help students develop coping and self-management skills. * Strengthen PBIS implementation through consistent behavior expectations, positive recognition systems, and proactive interventions. * Provide staff with strategies to build positive relationships, increase student engagement, and create culturally responsive learning environments. * Conduct classroom walkthroughs and coaching cycles focused on student engagement, classroom climate, and restorative practices. * Utilize student surveys, behavior data, attendance data, and referral trends to monitor the effectiveness of school climate initiatives and guide continuous improvement efforts. * Facilitate opportunities for student leadership, peer mentoring, and student voice activities that promote belonging and school connectedness. * Collaborate with counselors, support staff, and families to provide targeted social-emotional and behavioral supports for students requiring additional intervention. Through these efforts, Linda Verde will cultivate positive learning environments where students feel safe, valued, respected, and connected, resulting in improved behavior, increased attendance, stronger relationships, and enhanced academic success.	All Students	\$19,257	LCFF - Base

2.1.2	CCSPP STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS Strengthen school-home-community partnerships by providing families with the knowledge, resources, and support needed to promote positive behavior, social-emotional well-being, and academic success. Through meaningful collaboration with families and community organizations, Linda Verde will create a comprehensive support system that reinforces student success both at school and at home. Key actions will include: * Host bilingual family workshops focused on Positive Behavioral Interventions and Supports (PBIS), restorative practices, attendance, and social-emotional learning (SEL) strategies that families can implement at home. * Provide training on topics such as emotional regulation, conflict resolution, resilience, positive communication, digital citizenship, and healthy relationships. * Increase two-way communication with families regarding behavior expectations, student progress, available supports, and schoolwide initiatives through ParentSquare, conferences, newsletters, and family meetings. * Provide families with tools, resources, and take-home activities that support SEL development and positive behavior practices. * Partner with counselors, mental health providers, and community agencies to offer workshops, referrals, and support services that address the social-emotional and wellness needs of students and families. * Collaborate with local organizations to provide access to family resources, including health services, counseling, parenting support, food assistance, and enrichment opportunities. * Create opportunities for families to participate in school climate initiatives, leadership groups, and decision-making processes through SSC, ELAC, and family engagement events. * Promote culturally responsive practices that honor and celebrate the diverse backgrounds, languages, and experiences of students and families. * Utilize family feedback and survey data to continuously improve school-home partnerships and ensure services remain responsive to community needs. Through these partnerships, Linda Verde will strengthen family engagement, improve student well-being, increase school connectedness, and foster a positive, supportive learning environment where all students and families feel valued, empowered, and connected to the school community.	All Students	\$20,000	LCFF S/C Account Code: 4000–4999 Books and Supplies
			\$40,000	California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures

2.1.3	CCSPP STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING Increase opportunities for student leadership, cultural celebrations, and inclusive school experiences that reflect and honor the diverse languages, cultures, identities, and experiences of the Linda Verde community. Foster a strong sense of belonging by creating meaningful opportunities for students to contribute to school culture, share their voices, and engage in authentic leadership experiences. Key actions will include: * Expand student leadership opportunities through ASB, student advisory groups, peer mentoring, service-learning projects, and campus leadership activities. * Organize cultural celebrations, heritage events, bilingual showcases, visual and performing arts performances, and community events that celebrate diversity and promote cultural pride. * Provide opportunities for students to participate in community-based learning experiences that connect classroom learning to real-world issues and local community assets. * Implement regular student surveys, focus groups, and classroom discussions to gather feedback on school climate, safety, engagement, and student well-being. * Utilize student voice data to inform schoolwide decisions, improve programs, and strengthen school climate initiatives. * Create opportunities for students to lead assemblies, cultural events, service projects, and school improvement activities. * Promote inclusive practices that ensure all students feel represented, respected, and connected to the school community. * Collaborate with families and community partners to provide experiences that enrich learning and strengthen students' understanding of diverse cultures and perspectives. * Recognize and celebrate student achievements, leadership, attendance, and contributions to the school community. Through these efforts, Linda Verde will strengthen student voice, increase school connectedness, foster cultural awareness, and create a positive learning environment where all students feel safe, valued, empowered, and inspired to contribute to their school and community.		\$3,709.25	LCFF - Base Account Code: 4000–4999 Books and Supplies
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2.1.4	Increase Student Engagement and Sense of Belonging Through Visual and Performing Arts (VAPA) Increase student engagement, school connectedness, and sense of belonging by expanding access to high-quality, culturally responsive Visual and Performing Arts (VAPA) programs for all students in grades TK-8. Opportunities will include Mariachi, Folklorico, visual arts, music, and other enrichment experiences that foster creativity, self-expression, cultural pride, and leadership. Key actions will include: * Expand access to Mariachi and Folklorico programs across multiple grade levels. * Provide visual arts experiences that promote creativity, cultural awareness, and artistic expression. * Increase opportunities for student performances, showcases, exhibitions, and community events. * Integrate culturally relevant arts experiences that reflect the languages, cultures, and identities of the school community. * Partner with local artists, cultural organizations, and community groups to provide authentic learning experiences. * Create opportunities for students to develop leadership, collaboration, and communication skills through participation in VAPA programs. * Ensure equitable access to enrichment opportunities for historically underserved student groups. * Showcase student learning through cultural celebrations, family engagement events, and community performances. Through these efforts, students will develop confidence, strengthen connections to their school community, celebrate their cultural identities, and engage in meaningful learning experiences that support academic, social-emotional, and personal growth.	All Students	\$67,568.50	Prop 28: Arts & Music in Schools 20% Account Code: 5000–5999 Services and Other Operating Expenditures
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2.1.5	Increase Student Belonging Through Clubs, Athletics, and Enrichment Opportunities Expand access to after-school clubs, athletics, and enrichment programs that foster student engagement, leadership, belonging, and positive peer relationships. Opportunities will be designed to reflect student interests, celebrate diverse cultures and identities, and provide meaningful connections to school beyond the instructional day. Key actions will include: * Expand participation opportunities in athletics, including soccer, volleyball, cross country, basketball, and other school-sponsored sports. * Increase access to student clubs such as Mariachi, Folklorico, Art Club, STEAM Club, Journalism, Media Arts, Lion Pride, Leadership, and academic enrichment programs. * Utilize student surveys and focus groups to identify interests and develop new clubs that reflect student voice and community needs. * Ensure equitable access to extracurricular opportunities for English Learners, students with disabilities, foster youth, and other student groups. * Provide opportunities for students to develop leadership, teamwork, communication, and problem-solving skills through club and athletic participation. * Showcase student accomplishments through performances, competitions, exhibitions, assemblies, and community events. * Strengthen relationships between students and caring adults through mentorship, coaching, and club sponsorship. * Promote school connectedness through inclusive activities that encourage participation, collaboration, and positive peer interactions. * Partner with community organizations to provide additional enrichment opportunities, guest speakers, and specialized programs. * Monitor participation data and student feedback to ensure programs are meeting the needs of students and contributing to a positive school climate. Through these efforts, Linda Verde will increase student engagement, strengthen school connectedness, foster a sense of belonging, and create a positive school culture where all students feel valued, supported, and connected to their school community.		\$150,000	ELO-P Account Code: 4000–4999 Books and Supplies
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Annual Review

SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Linda Verde successfully implemented a variety of student engagement opportunities, including VAPA programs, leadership activities, cultural events, clubs, PBIS incentives, and school-wide celebrations. Programs such as Mariachi, Folklorico, ASB, and enrichment activities increased student participation and strengthened students' sense of belonging. Attendance at school events remained strong, and student surveys and observations indicated that students felt connected to the school community. These strategies were effective because they provided meaningful opportunities for students to engage academically, socially, and culturally.

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

While most planned activities were implemented, participation levels varied among student groups and grade levels. Some enrichment opportunities had limited attendance due to scheduling conflicts and transportation challenges. In addition, staffing and time constraints impacted the ability to expand certain programs as originally planned. Although student engagement remained positive overall, additional outreach and targeted supports are needed to increase participation among all students.

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

Based on this analysis, Linda Verde will continue to expand student leadership, VAPA, and enrichment opportunities while increasing efforts to monitor participation data and gather student feedback. Additional strategies will focus on increasing access for underrepresented student groups, strengthening family engagement, and providing more opportunities for student voice and choice. These modifications are reflected in the Student Engagement and School Climate goals, strategies, and expenditures included in the 2026-2027 SPSA.

Goal 3.1

Goal #	Description
Goal 3.1	By June 2027, Linda Verde will reduce chronic absenteeism from 14.3% to 9.3%, as measured by the California School Dashboard, by implementing attendance incentives and increasing family engagement through attendance committees, conferences, and targeted outreach.

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.

Family participation in school decision-making remains limited. Additional opportunities for meaningful engagement, targeted outreach, and increased awareness of how family input influences school decisions are needed to strengthen family voice and shared leadership.

Linda Verde continues to experience a high rate of chronic absenteeism, impacting student achievement and engagement. There is a need to foster a positive school culture that motivates and rewards regular attendance through consistent recognition and incentives.

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
CA Dashboard	14.3% (yellow)	9.3% (GREEN)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Strengthen Attendance Through Recognition, Engagement, and Early Intervention Implement a comprehensive attendance improvement system that promotes a culture of attendance through recognition, family engagement, and proactive intervention. Schoolwide and classroom-based attendance initiatives will celebrate both individual and collective attendance growth while reinforcing the importance of consistent school participation and its connection to academic success. Key actions will include: * Establish monthly attendance celebrations recognizing students, classrooms, and grade levels demonstrating strong attendance and significant improvement. * Utilize recognition boards, certificates, school announcements, attendance trophies, and incentive programs to celebrate attendance successes. * Provide incentives that recognize growth and effort, ensuring students with previous attendance challenges have opportunities to be acknowledged. * Implement classroom competitions and grade-level attendance challenges to promote positive attendance habits. * Share attendance data regularly with students, staff, and families to build awareness and accountability. * Strengthen family engagement through attendance workshops, parent conferences, home-school communication, and attendance awareness campaigns. * Utilize ParentSquare, phone calls, and outreach efforts to communicate the importance of regular attendance and available supports. * Establish an Attendance Review Team to monitor chronic absenteeism, identify barriers, and coordinate targeted interventions. * Conduct attendance meetings, home visits, and individualized support plans for students experiencing attendance challenges. * Collaborate with counselors, nurses, family ambassadors, and community partners to address barriers related to health, transportation, family needs, and social-emotional well-being. * Recognize and celebrate families who demonstrate commitment to improving student attendance. Through these efforts, Linda Verde will foster a positive attendance culture, strengthen family partnerships, reduce chronic absenteeism, and increase student engagement and academic success.	All Students	\$2,500 \$3,000	LCFF - Base Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 4000–4999 Books and Supplies

3.1.2	CCSPP STRATEGY 3: COLLABORATIVE LEADERSHIP Strengthen collaborative leadership by increasing meaningful family participation in school governance, decision-making, and student success initiatives. Linda Verde will build the capacity of families to serve as active partners in school improvement efforts through ongoing communication, leadership development, and engagement opportunities that are accessible, inclusive, and responsive to the needs of the community. Key actions will include: * Increase family participation in School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Advisory Council (AAAC), parent conferences, and other leadership groups through targeted outreach and relationship-building efforts. * Offer flexible meeting times, virtual participation options, translation services, childcare, and family-friendly scheduling to reduce barriers to participation. * Provide leadership development opportunities that help families understand school data, academic goals, attendance expectations, and the decision-making process. * Share student achievement, attendance, and school climate data with families and engage them in identifying priorities and solutions. * Invite parents and family leaders to attend CAFE, CAASAA, DELAC, and other educational conferences that support student achievement, attendance, advocacy, and leadership development. * Develop family ambassadors and parent leaders who can support outreach efforts and encourage participation among underrepresented groups. * Utilize surveys, focus groups, and listening sessions to gather family input and ensure diverse perspectives are represented in school decisions. * Provide regular communication regarding school initiatives, progress toward goals, and opportunities for family involvement. * Collaborate with families in the development, implementation, and evaluation of school programs, SPSA goals, Community Schools initiatives, and attendance improvement efforts. * Recognize and celebrate family contributions and leadership through school events, acknowledgments, and community celebrations. Through these efforts, Linda Verde will foster a culture of shared leadership, strengthen trust and collaboration between families and staff, and ensure that families play an active role in supporting student achievement, attendance, and overall school success.	All Students	\$2,500	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures
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3.1.3	Provide Essential Health Services and Medical Supports Provide essential nurse supplies, health materials, and medical resources to ensure timely, effective support for students with health-related needs. These resources will help address barriers to attendance, participation, and learning by ensuring students receive appropriate care and support during the school day. Key actions will include: * Maintain adequate health supplies and medical equipment to support student wellness and emergency response needs. * Provide care and monitoring for students with chronic health conditions, including asthma, diabetes, seizures, allergies, and other medical needs. * Address minor illnesses and injuries promptly to minimize disruptions to learning and maximize instructional time. * Support attendance improvement efforts by addressing health-related barriers that contribute to chronic absenteeism. * Collaborate with families, healthcare providers, and school staff to develop and implement health plans that support student success. * Provide health education, wellness resources, and preventative care information to students and families. * Monitor and respond to student health trends that may impact attendance, engagement, and academic performance. * Ensure equitable access to health services for unduplicated pupils, including English Learners, foster youth, low-income students, and students experiencing medical or attendance challenges. * Coordinate with community partners and agencies to connect families with healthcare, mental health, vision, dental, and other support services when needed. Through these efforts, Linda Verde will reduce health-related barriers to learning, improve attendance, promote student well-being, and ensure all students have equitable access to a safe, healthy, and supportive learning environment.		\$8,497	LCFF S/C

Annual Review

SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Linda Verde implemented a variety of attendance-focused strategies, including schoolwide attendance incentives, monthly recognition programs, family outreach, and increased opportunities for parent involvement through SSC, ELAC, conferences, and community engagement activities. The school also provided health services and nurse support to address medical barriers that may impact attendance. These efforts helped increase awareness of the importance of regular attendance and strengthened partnerships between home and school. Family engagement opportunities and attendance recognition programs were particularly effective in promoting positive attendance habits and encouraging students to attend school consistently.

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

Although attendance incentive programs and family engagement opportunities were implemented as planned, chronic absenteeism remained a challenge for some students. Attendance barriers related to illness, family circumstances, transportation, and chronic health conditions continued to impact student attendance rates. While participation in family engagement activities increased, some families remained difficult to reach despite multiple outreach efforts. Additional targeted interventions and individualized supports are needed for students identified as chronically absent or at risk of becoming chronically absent.

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

Based on this analysis, Linda Verde will continue implementing attendance incentives and family engagement strategies while strengthening early intervention systems for students with attendance concerns. The school will increase monitoring of attendance data, expand individualized outreach through attendance teams, and continue providing health and wellness supports that reduce barriers to attendance. Additional efforts will focus on increasing family participation in attendance-related meetings and strengthening partnerships with community resources. These modifications are reflected in the 2026-2027 SPSA under the Safe and Supportive Environments Goal, specifically within the Attendance, Family Engagement, and Student Wellness strategies and expenditures.

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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$144,544.24
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$654,514.29

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title 1	\$144,544.24
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$144,544.24

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

State or Local Programs	Allocation (\$)
LCFF S/C	\$50,977.50
LCFF - Base	\$76,466.25
California Community Schools Partnership Program	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$67,568.50
Prop 28: Arts & Music in Schools 80% - Employment	\$0.00
Equity Multiplier	\$0.00

Unrestricted State Lottery	\$0.00
Restricted Lottery	\$0.00
ELO-P	\$150,000.00
Educator Effectiveness	\$0.00
Donations	\$0.00
Literacy Grant	\$0.00

Subtotal of state or local funds included for this school: \$509,970.05

Total of federal, state, and/or local funds for this school: \$654,514.29

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

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 05/19/2026.

Attested:

Principal, Leslie Ruvalcaba on 05/19/2026

SSC Chairperson, Gary Thompson on 05/19/2026