

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Launch Virtual Academy	37 68411 0140939	May 15, 2026	June 8, 2026

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile.....	4
Plan Description	5
Educational Partner Involvement	5
Resource Inequities	5
Annual Review	6
School and Student Performance Data	7
Student Group Report	7
CAASPP Results: English Language Arts/Literacy (All Students)	8
CAASPP Results: Mathematics (All Students).....	11
ELPAC Results	14
College/Career Indicator	16
Chronic Absenteeism	18
Graduation Rate	20
Suspension Rate	22
AP Exams	24
PSAT/SAT Participation	24
Grades (D and F Rate).....	25
Survey & Interview Data.....	27
Data Summary & Root Cause Analysis	28
Planned Improvements in Student Performance	32
School Goal #1.....	32
School Goal #2.....	41
School Goal #3.....	45
School Goal #4.....	48
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan	51
Total Allocations & Expenditures by Funding Source	51
Total SPSA Expenditures by Funding Source	51
Expenditures by Budget Reference or Type	52
Expenditures by Budget Reference and Funding Source	52
Expenditures by Goal.....	53

Supplemental Personnel Form Title I.....54

School Site Council Membership56

Recommendations and Assurances58

Title I School-Level Parent and Family Engagement Policy59

Title I Part A, School Parent Compact62

Instructions Overview and Guidance66

Appendix A: Plan Requirements73

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements76

Appendix C: Select State and Federal Programs79

School Vision and Mission

Launch Virtual Academy's Vision and Mission Statements

School Vision

We aim to build an online educational option that promotes an inclusive community of self-directed, innovative thinkers for the globalizing 21st century.

School Mission

Launch Virtual Academy encourages each student to reach their academic and personal goals in a flexible and supportive online learning community.

School Values

We create a safe, flexible, and accessible online academic environment.

We develop meaningful relationships and equitable opportunities.

We empower students to excel academically, socially, and emotionally.

We ignite curiosity, cultivate innovation, and nurture responsible, empathetic global citizens

We foster a vibrant community of self-directed learners

We promote collaborative learning to inspire creative thinking and accountability.

We prepare students for the global 21st century, upholding our values of knowledge, empathy, and integrity.

(Adopted by LVA staff, students, parents and community November 2023)

School Profile

Launch Virtual Academy (LVA) is the newest school of Sweetwater Union High School District (SUHSD). SUHSD is located in the southwestern part of San Diego County between downtown San Diego and the International Border with Mexico, the district serves the communities of Chula Vista, Imperial Beach, National City and the San Ysidro portion of San Diego. During the 2021-2022 school year Launch Virtual Academy became a WASC accredited school. During the 2022-2023 school year Launch Virtual Academy became A - G certified, College Board and NCAA certified.

The concept of the school was developed through a district committee which met over the timespan of five years previous to the program implementation. One of LVA's impetus was to compete with the proliferation of charter schools within the community of SUHSD. The committee's goals were: one (1), to create a school that would deliver a quality educational program using a blended learning model of online coursework and direct instruction via "Live" Academic biweekly videoconferences; two (2), provide families with flexibility to fit school within a schedule that works for them; and three (3), to provide students with activities normally found in traditional schools such as athletics, visual and performing arts, and STEAM by allowing students to concurrently participate at the residence school.

Launch Virtual Academy opened its virtual doors initially as a program in 2020-2021 school year during the pandemic serving 246 students. It had a staff of 10 teachers, 1 counselor, 1 administrative person, 1 shared school psychologist and two shared administrators overseeing its implementation. In 2021-22 school year, Launch Virtual Academy became an official school with 641 students, 25 teachers, 1 full time counselor, 2 shared counselors, 1 shared school psychologist, 1 assistant principal, and 1 school principal. Launch Virtual Academy's staff is housed at different SUHSD schools. The school serves 7th through 12th grade students in an online environment following a course-based independent study model providing course instruction by credentialed teachers in the subject matter. Launch Virtual Academy operates on a quarter system with students taking 3 classes per quarter. Each Launch Virtual Academy class is equivalent to a semester-based class at a comprehensive SUHSD site. As a result, Launch Virtual Academy students can earn the same (or more) amount of credits as if they were enrolled at a brick and mortar school. For the 2025-2026 school year, LVA is equipped to serve 800+ students in grades 7-12. Launch employs over 35 teachers, 2 full time counselors, a student program facilitator, 1 shared school psychologist, 1 assistant principal, and 1 school principal.

Launch Virtual Academy students come from within the boundaries of SUHSD schools and anywhere in San Diego County and contiguous counties. In the 2024-2025 school year 76.8% of students are Hispanic/Latino; 56.3% of students qualify for the Free and Reduced Lunch program; 23.9% are English Learners, 9.8% are students with disabilities, and 2.6% are foster/homesless. The student population is 56.8% female and 43.2% male. Launch Virtual

Academy serves a grade-balanced student population at about 10-20% per grade level: 7.7% 7th graders; 15.8% 8th graders; 15.5% 9th graders; 19.2% 10th graders; 24.8% 11th graders; 16% 12th graders; and 1% 13th grade students.

Launch Virtual Academy utilizes CANVAS as its main student Learning Management System (LMS). In addition, teachers utilize other online resources to complement the courses curriculum such as APEX Learning, Delta Math, Pear Deck, Calendly and others.

Plan Description

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

To provide schoolwide services to all students at LVA, with student engagement, parent involvement, utilizing funds to increase attendance, student enrollment, and completion of credits.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Launch Virtual Academy, all key stakeholders are invited to take part in the decision making process through our School Site Council (SSC) Committee for which vacancies are promoted at the beginning of each year and meetings are announced on a monthly basis for those who wish to attend. School Site Council members are formally elected by their peers to serve as their representatives in the planning, implementation, and evaluation process of the SPSA. All meetings are open to the public and agendas are posted on LVA's website.

In addition to SSC meetings, our school has multiple advisory committees (ELAC, FAC, Faculty/Staff Meetings) that meet regularly to discuss the effective implementation of our LCAP goals as well as needs and concerns. Needs assessment surveys are conducted annually to obtain parent, student, and staff input on various school academic programs, customer service, school culture, parent involvement and other services provided by our school. Launch Virtual Academy is working to increase parent involvement with virtual parent meetings. ELAC committee reviews all aspects of the SPSA including parent involvement policy and school-parent compact which then have the opportunity to provide input to School Site Council. Lastly, ELAC holds monthly meetings of which four are required each year to discuss legal requirements, review SPSA, School-Parent Compact, and Parent Involvement Policy and provide input/revisions annually. Site representative elections are held at the first meeting every year. The ELAC has made the following recommendations: 1) Record parent meetings for parents who work and cannot attend meetings, 2) Increase student academic interventions for English Learner students (bilingual tutoring).

2025-2026 School Site Council Meeting Dates

September 12, 2025
October 24, 2025
November 21, 2025
December 9, 2025
December 17, 2025
January 20, 2026
February 10, 2026
March 3, 2026
April 14, 2026
May 5, 2026

Resource Inequities

Based on gap analysis and goals what inequities have you identified? Describe how you will address these inequities in your site goals/actions.

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

Annual Review 2026-2027

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
1.3.4	Credit Completion during Fall, Winter and Spring Break	Students are given additional time during breaks to work on Incomplete grades with credentialed teachers and support. Q3 had 766 Incomplete grades, and 244 grade change forms were turned in after Q3 grades had been submitted.	LVA is an alternative education site with a ever changing population for both enrollment and disenrollment. Students having additional time to work on classes at their own pace, increases credit completion.	Credit Completion will continue during the 2026-2027 school year to help reach at least 70% completion of courses.
2.2.5	Site will provide trainings to implement QM standards in course design to support student learning and increase student engagement.	34 teachers have participated in the QM training. LVA D and F rate has gone down across all student groups each school year.	As an alternative education site, students come to LVA with a variety of needs that can influence data more drastically. As such, the LVA transient population has an influence on the graduation rate.	Continue to support staff in implementing QM standards into course design, as well as targeted multi-tiered systems of support and implementing a variety of SEL strategies into daily lessons.
3.1.5	Site will provide a welcoming environment for staff, students, parents, and community members by ensuring quality customer service, a positive visual atmosphere, bilingual support, and access to a designated parent center. We will continue our efforts to increase parent engagement at all our school functions through ongoing communication via personal phone calls, emails, school website, and fliers/mailers.	Launch has set up monthly parent meetings to get parents involved, informed, and their students supported. Will monitor through parent feedback during events, workshops, meetings, engagement surveys, etc.	Lack of parent involvement in parent meetings, groups and organizations. Only a small percentage of parents participate in these opportunities. Average attendance to Lunch with Launch is eight or less, but there is more views when the recordings are posted.	Continue with improvements to grow parent groups, parent center and virtual / in-person meetings. More consistent messaging.

School and Student Performance Data

Student Group Report

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

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

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

Student Group Report for 2025

[Pivot Data by Student Groups](#)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Orange	Red	Blue	Yellow	Orange	Orange	Orange	Orange
English Learners	Orange	Red	Blue	Yellow	Orange	Orange	Orange	Red
Long-Term English Learners	Orange	Red	Blue	Yellow	Orange	Orange	Orange	Red
Homeless	N/A	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Red	Blue	Yellow	Orange	Orange	Orange	Orange
Students with Disabilities	N/A	--	Blue	--	Red	Red	--	--
Black or African American	N/A	--	Blue	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	N/A	--	--	N/A	N/A
Asian	N/A	--	--	--	--	--	--	--
Filipino	N/A	--	Blue	--	--	--	--	--
Hispanic or Latino	N/A	Red	Blue	Yellow	Orange	Orange	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	--	N/A
White	N/A	--	Blue	--	--	--	--	--
Two or More Races	N/A	--	--	--	--	--	--	--

N/A: Not Applicable

Conclusions based on this data:

1. We need to support STELS and LTELs for College/Career.
2. We need to support students with disabilities in English Language Arts and Mathematics.
3. We need to continue to develop systems that support student attendance and address chronic absenteeism.

School and Student Performance Data

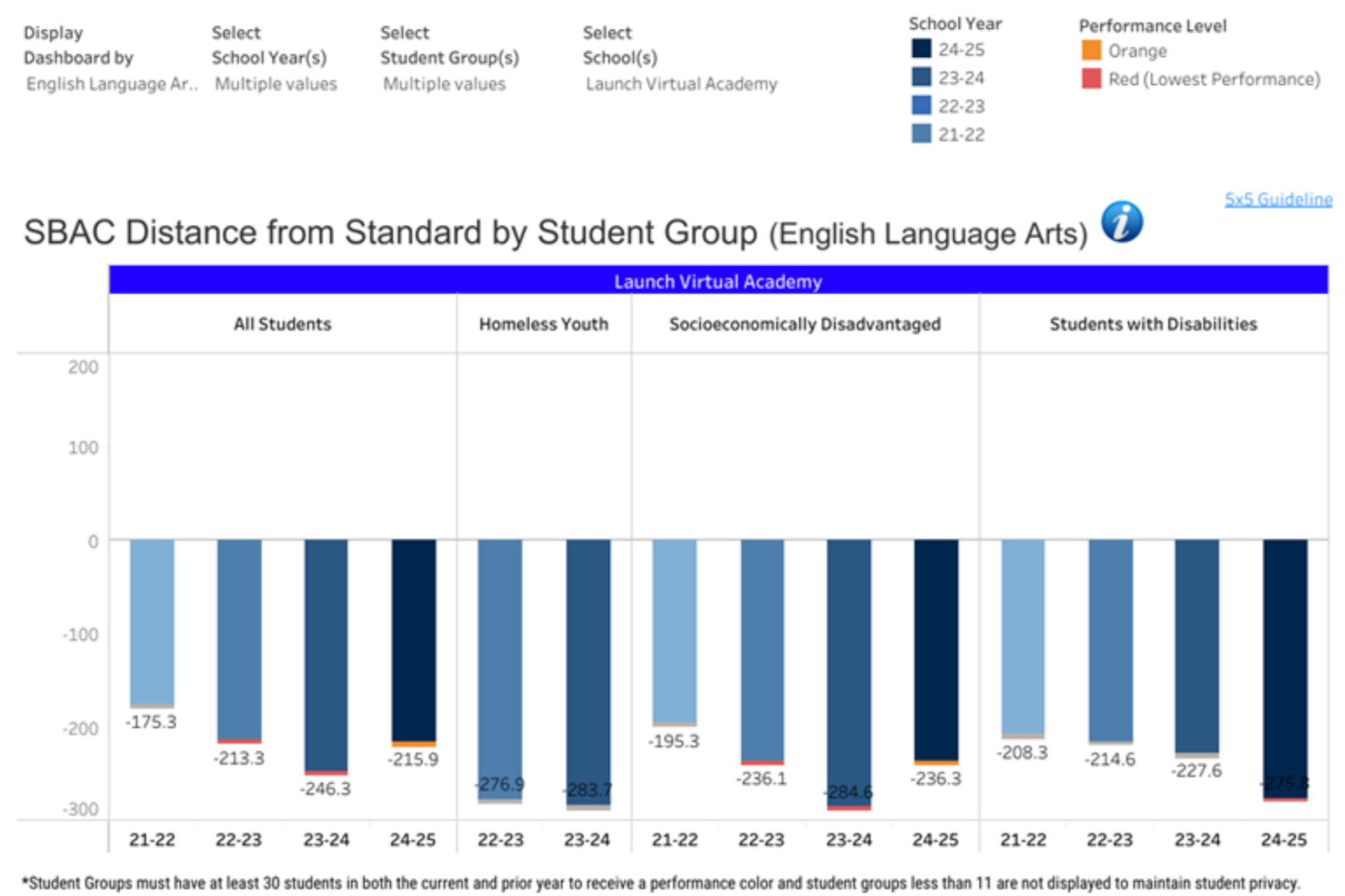
CAASPP Results: English Language Arts/Literacy (All Students)

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

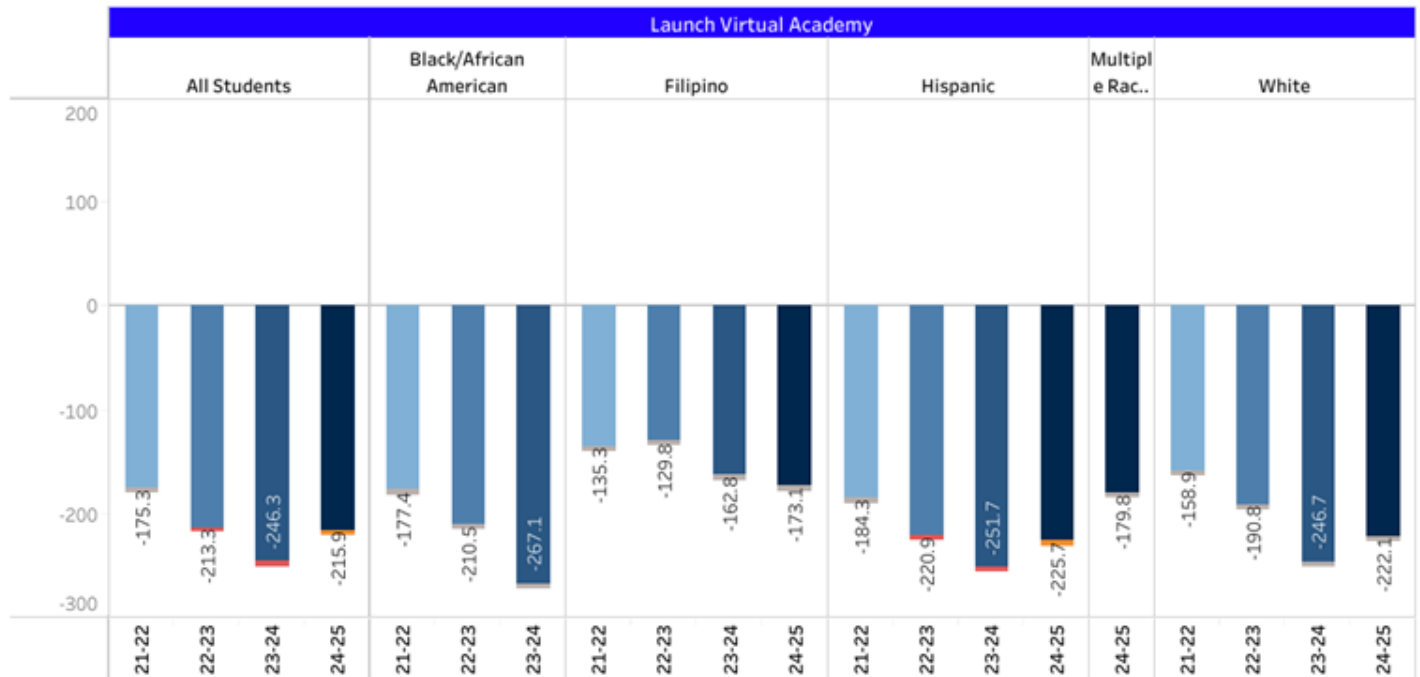
The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early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

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

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

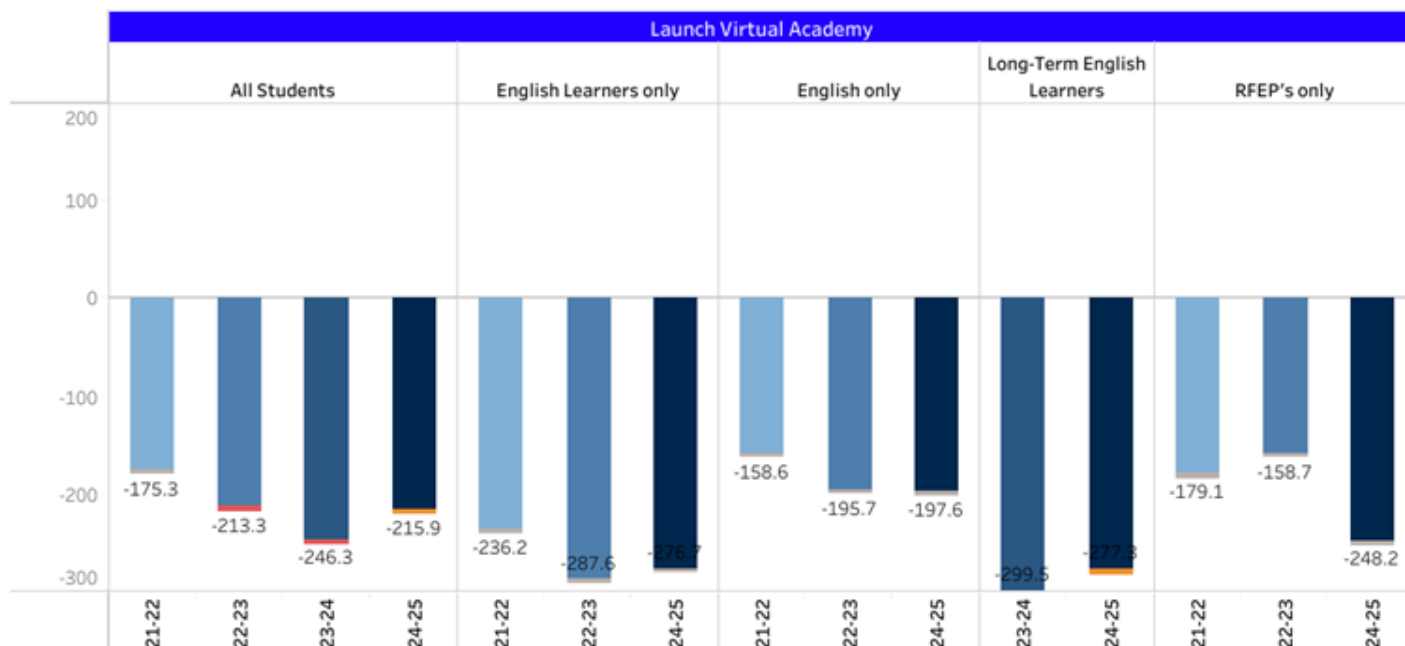


SBAC Distance from Standard by Ethnicity (English Language Arts)

[5x5 Guideline](#)


*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

SBAC Distance from Standard by Language (English Language Arts) [5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Data Strengths or Performance Gaps:

1. Long term English learners struggle the most with SBAC.
2. The distance from standard has increased over time with an improvement starting in the 24-25 school year.
3. Students with disabilities and RFEP students saw an increase in the distance from standard between 23-24 and 24-25 school years.

School and Student Performance Data

CAASPP Results: Mathematics (All Students)

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

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

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

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Display
Dashboard by
Mathematics

Select
School Year(s)
Multiple values

Select
Student Group(s)
Multiple values

Select
School(s)
Launch Virtual Academy

School Year

24-25

23-24

22-23

21-22

Performance Level

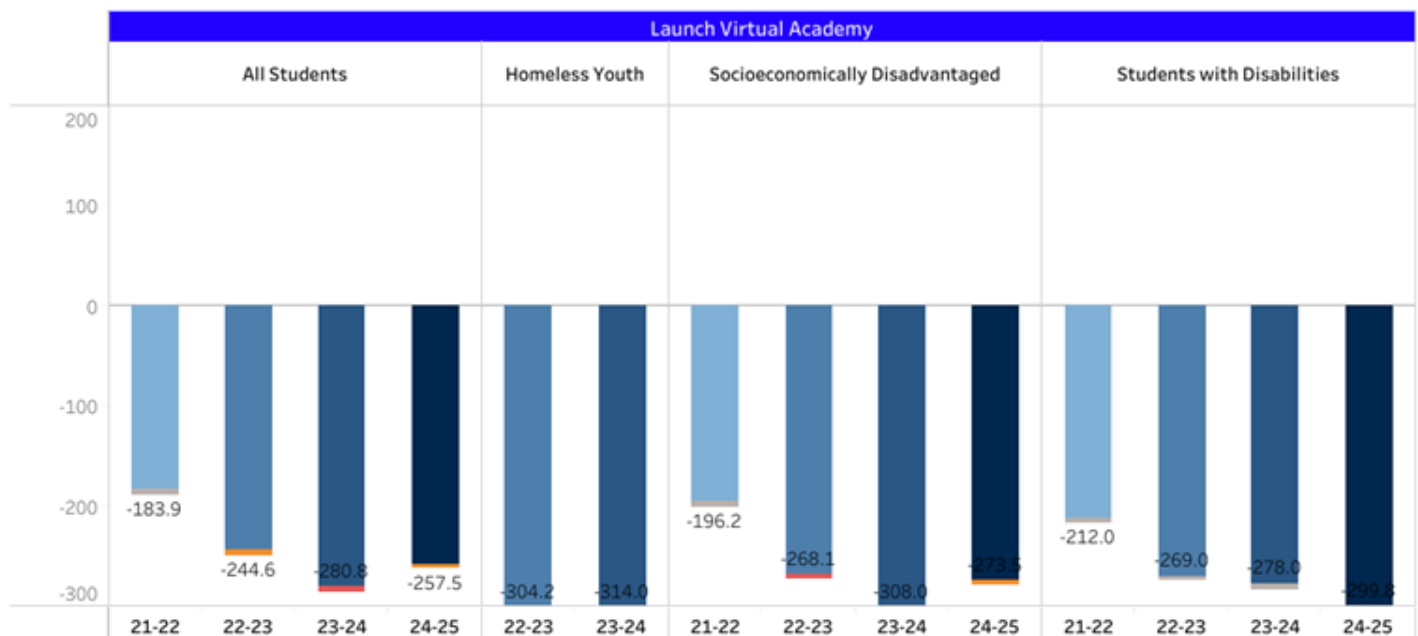
Orange

Red (Lowest Performance)

SBAC Distance from Standard by Student Group (Mathematics)



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Display
Dashboard by
Mathematics

Select
School Year(s)
Multiple values

Select
Student Group(s)
Multiple values

Select
School(s)
Launch Virtual Academy

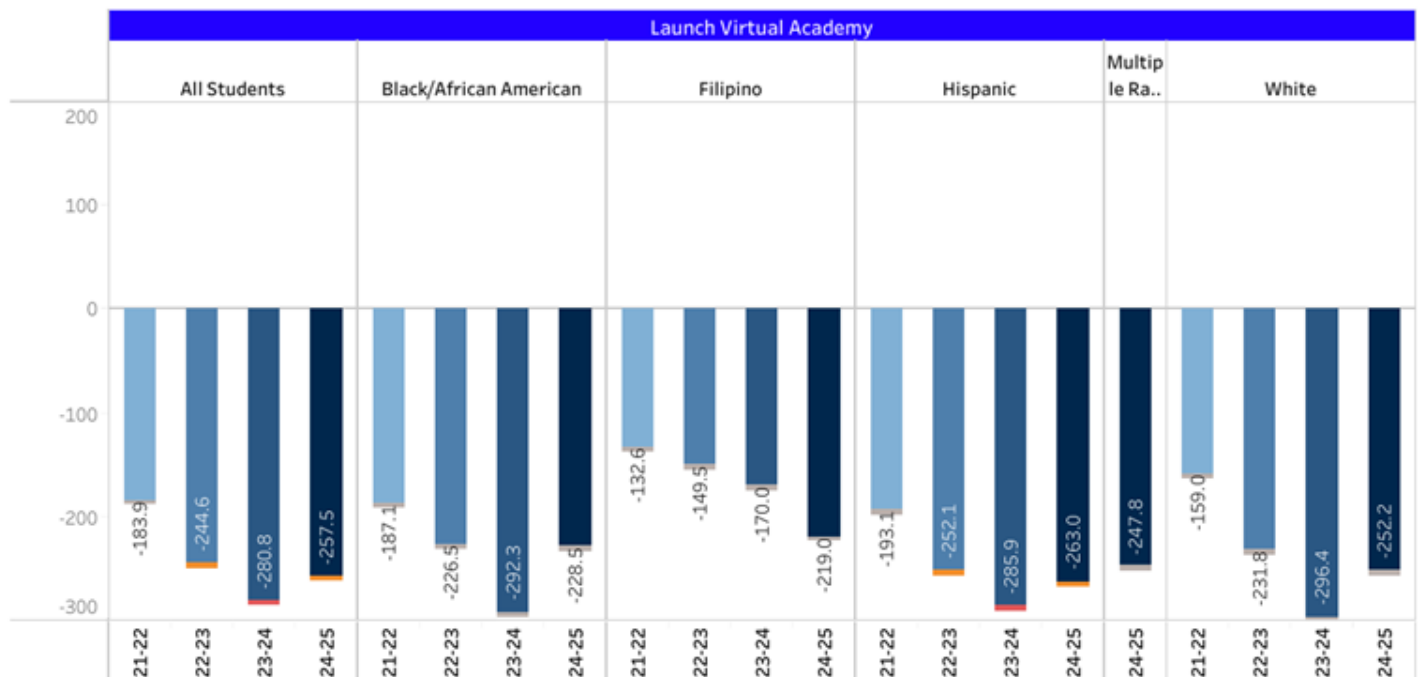
School Year
24-25
23-24
22-23
21-22

Performance Level
Orange
Red (Lowest Performance)

SBAC Distance from Standard by Ethnicity (Mathematics)



[5x5 Guideline](#)



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Display
Dashboard by
Mathematics

Select
School Year(s)
Multiple values

Select
Student Group(s)
Multiple values

Select
School(s)
Launch Virtual Academy

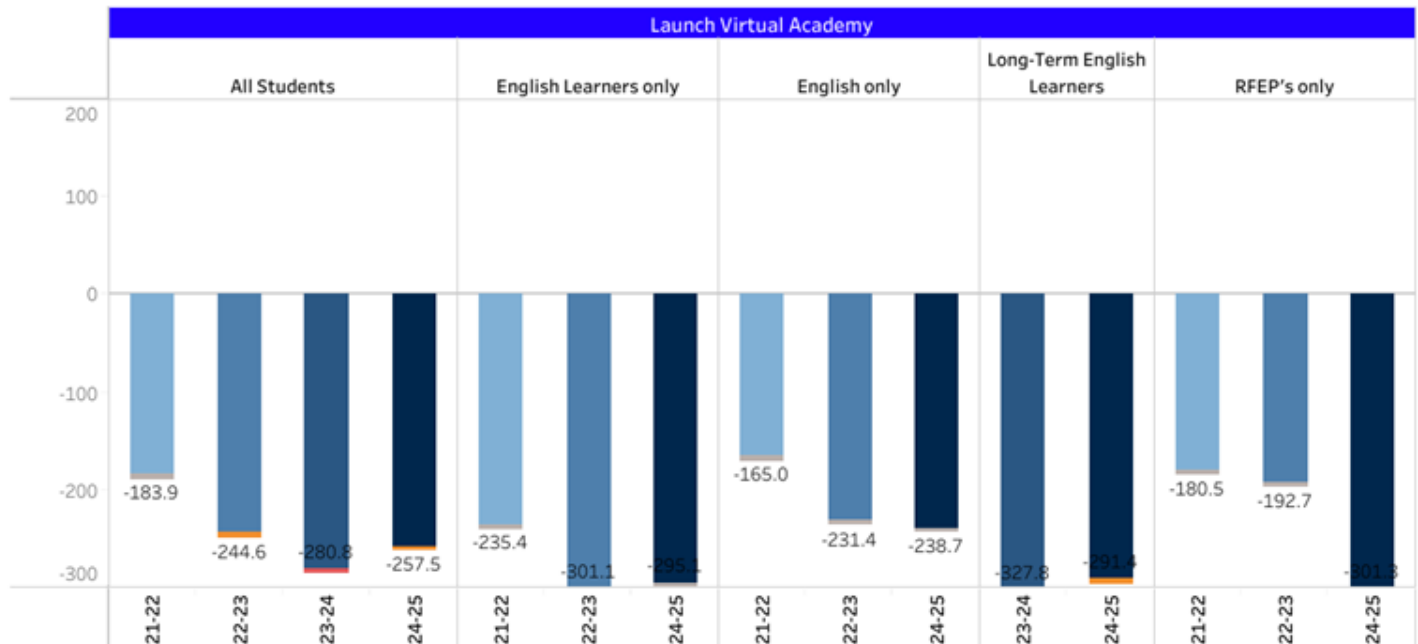
School Year
24-25
23-24
22-23
21-22

Performance Level
Orange
Red (Lowest Performance)

SBAC Distance from Standard by Language (Mathematics)



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Data Strengths or Performance Gaps:

- English learners need additional support.
- All students need additional support in mathematics based on distance from standard.
- The distance from standard is increasing over time with an improvement starting in 24-25 for most groups.

School and Student Performance Data

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

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

ELPAC Results

Select
School Year(s)
Multiple values

Select
School Name
Launch Virtual Academy

Select
Student Group
All Students

Performance Level

4 - Well Developed

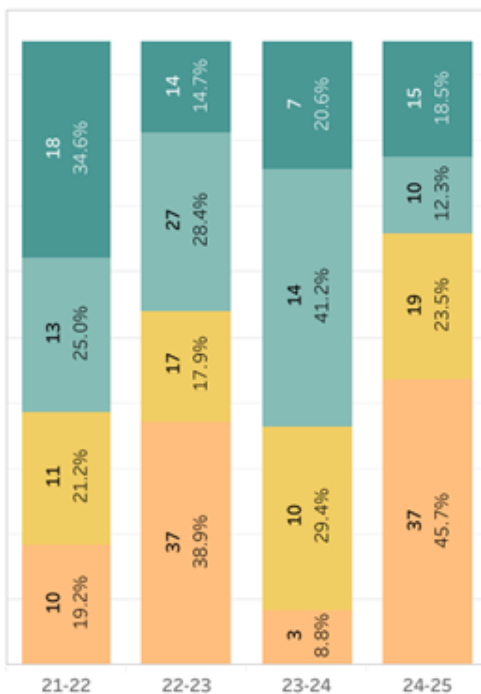
3 - Moderately Developed

2 - Somewhat Developed

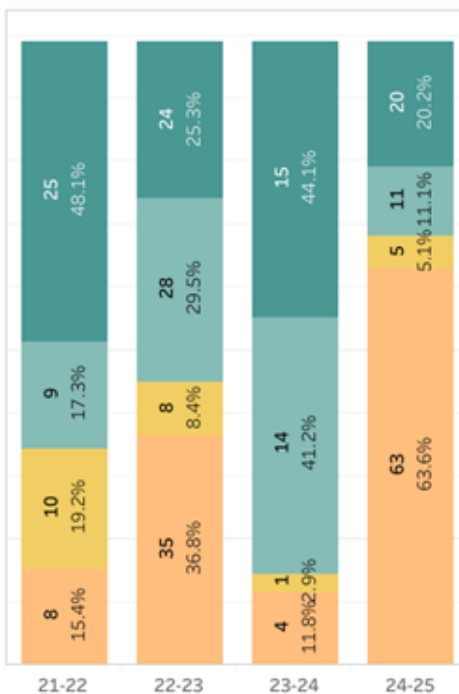
1 - Minimally Developed

ELPAC Summary

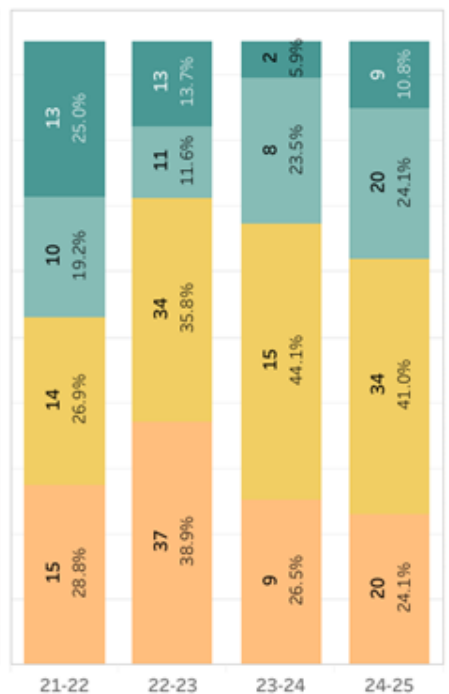
Overall



Oral Language



Written Language



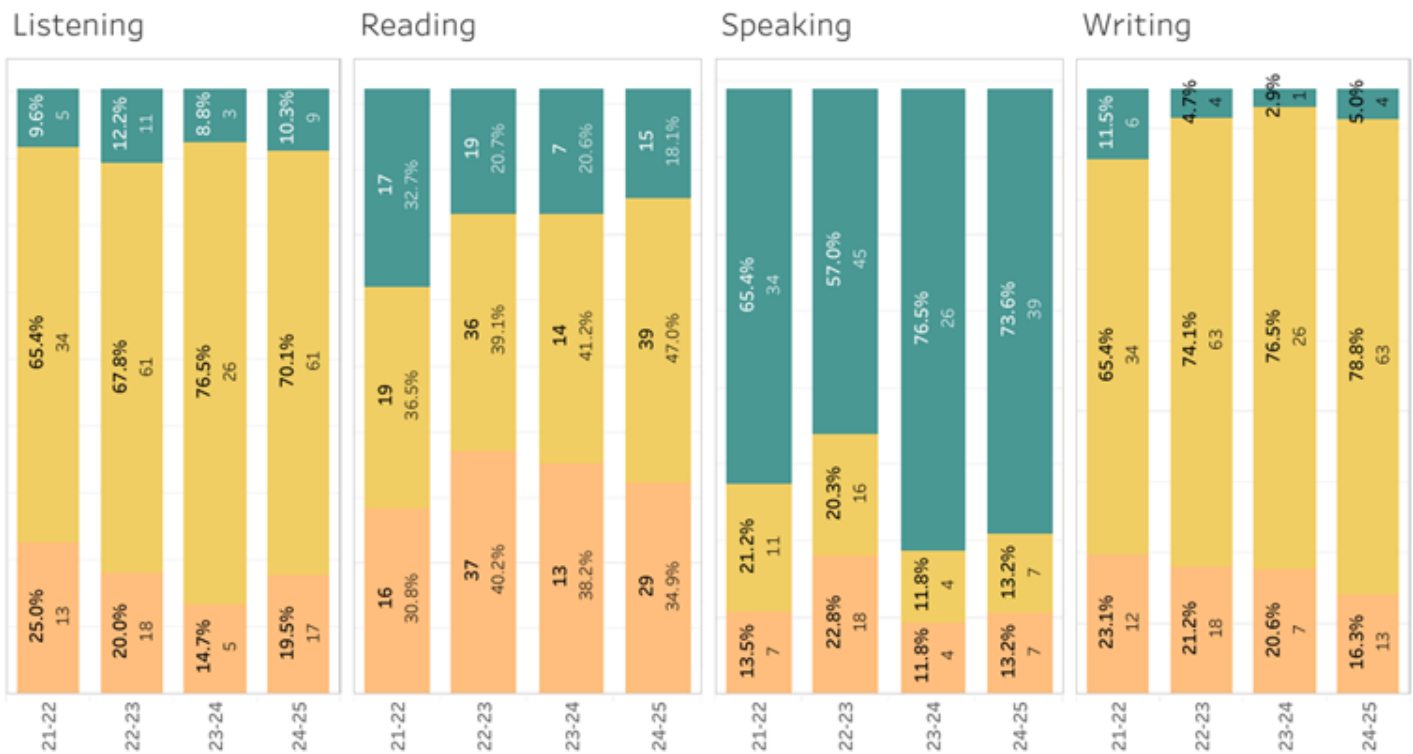
Select
School Year(s)
Multiple values

Select
School Name
Launch Virtual Academy

Select
Student Group
All Students

Performance Level
Well Developed
Somewhat/Moderately
Beginning

ELPAC Categories



Data Strengths or Performance Gaps:

1. With few exceptions, categories seem to be either holding steady or improving.
2. Written language/writing are areas of need.
3. Speaking is mostly well developed.

School and Student Performance Data

Academic Performance College/Career Indicator

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

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

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

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

This section provides number of student groups in each level.

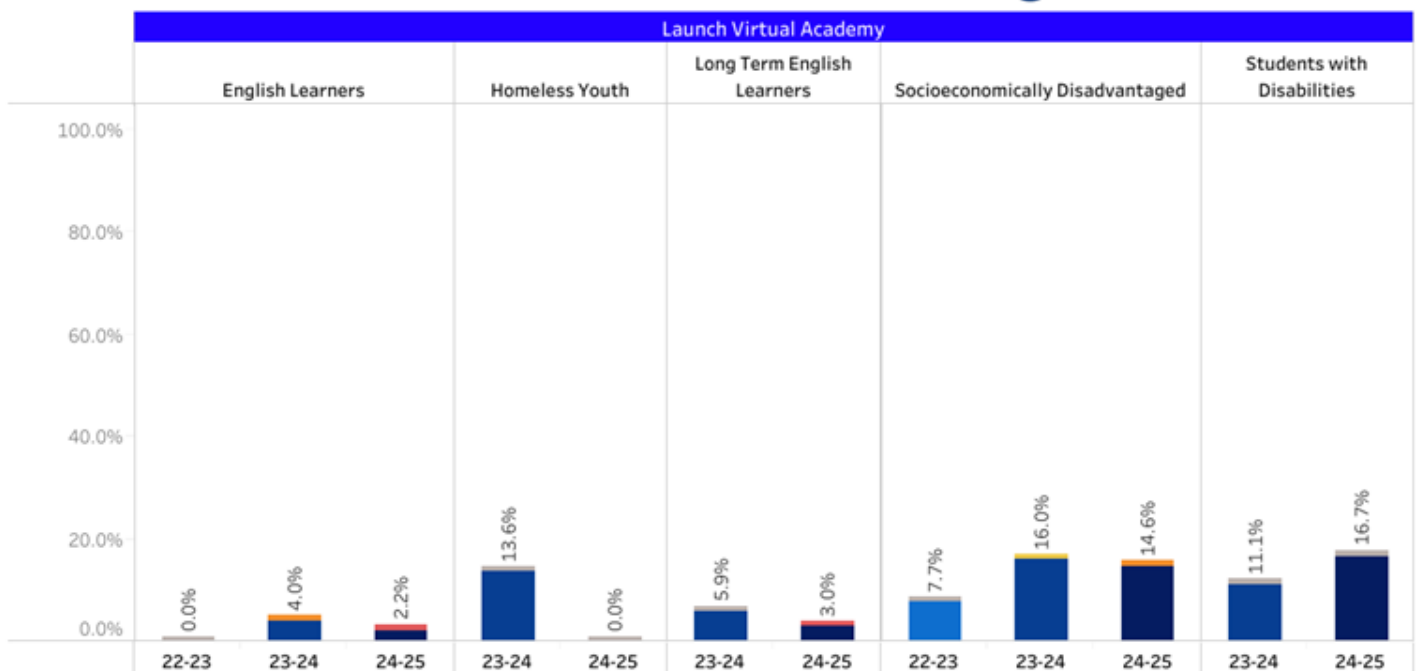
Fall Dashboard College/Career Report for All Students/Student Group

Select School Year(s) All
Select School Name(s) Launch Virtual Academy
Select Student Group(s) Multiple values
School Year Performance Level
24-25 Yellow
23-24 Orange
22-23 Red (Lowest Performance)

College Career Indicator by Student Groups



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Fall Dashboard College/Career Report by Race/Ethnicity

Select School Year(s)
All

Select School Name(s)
Launch Virtual Academy

Select Student Group(s)
Multiple values

School Year

24-25
23-24
22-23

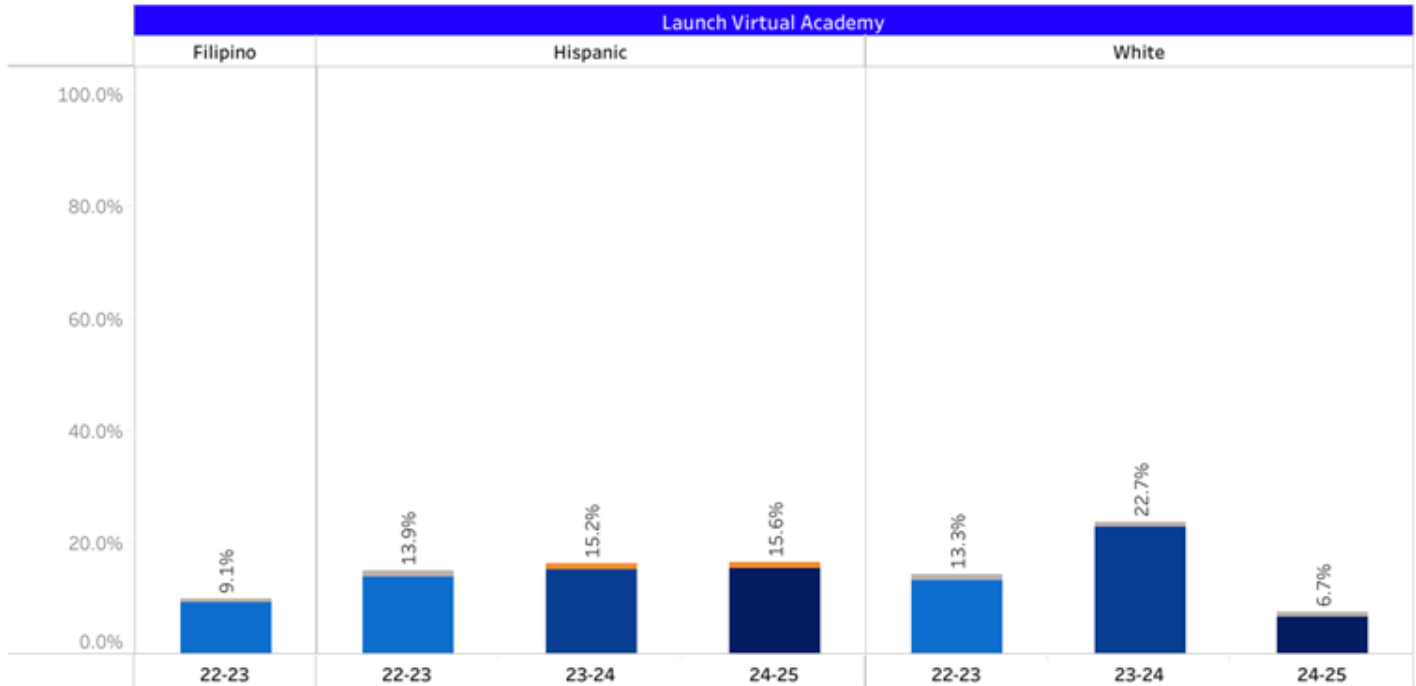
Performance Level

Yellow
Orange
Red (Lowest Performance)

College Career Indicator by Ethnicity



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. Socioeconomically disadvantaged students saw a large gain between 22-23 and 23-24 and a slight drop off in 24-25.
2. Students with disabilities saw significant increase.
3. English learners and long term English learners need additional supports.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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Fall Dashboard Chronic Absenteeism for All Students/Student Group

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Launch Virtual Academy

School Year

2024-2025

2023-2024

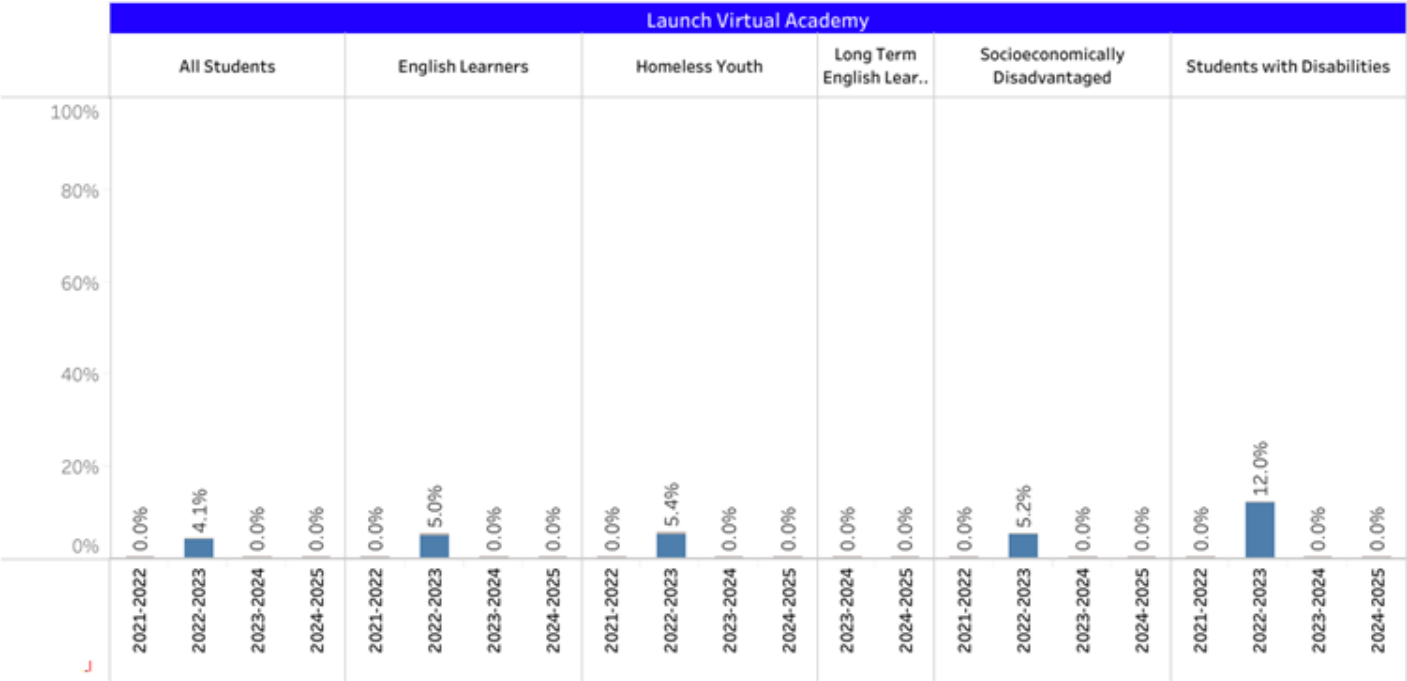
2022-2023

2021-2022

Performance Level

Chronic Absenteeism Rate by Groups

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Fall Dashboard Chronic Absenteeism by Race/Ethnicity

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Launch Virtual Academy

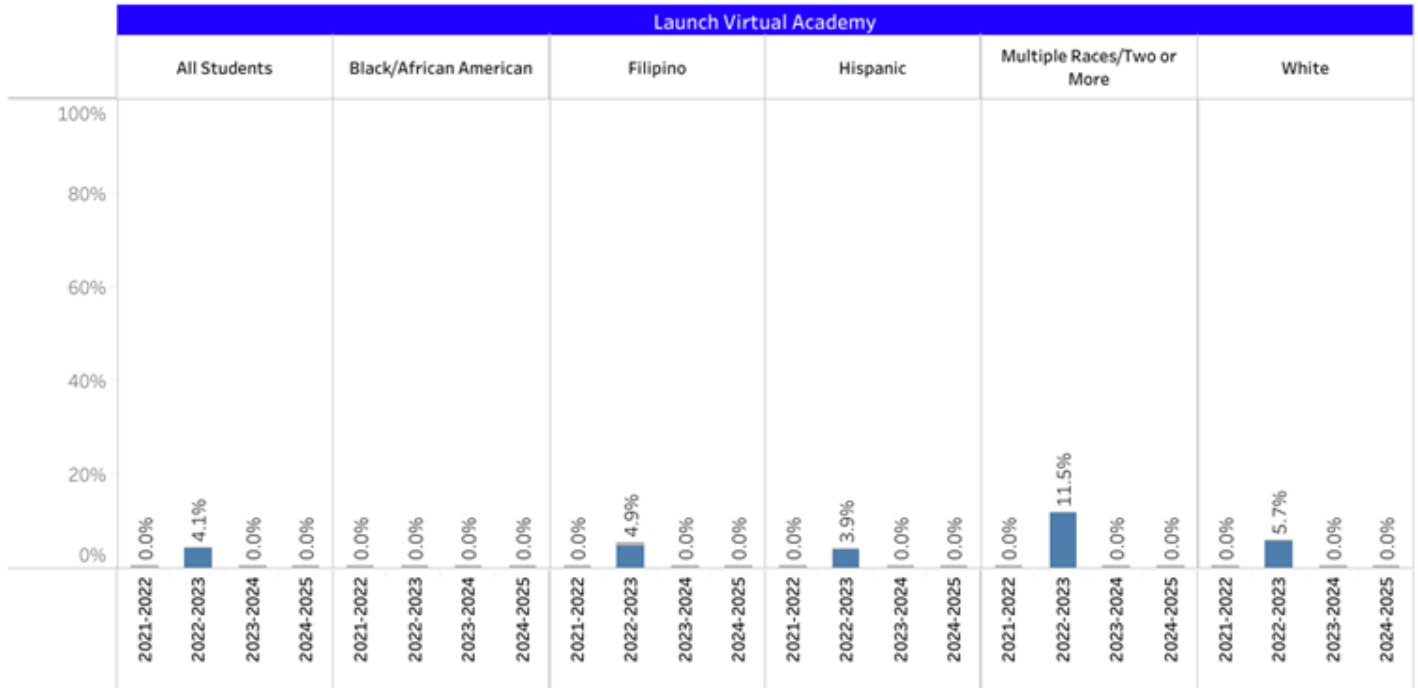
School Year
 2024-2025
 2023-2024
 2022-2023
 2021-2022

Performance Level

Chronic Absenteeism Rate by Ethnicity



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. Population is low enough that it is difficult to draw conclusions due to a lack of data.
2. Students with disabilities experience the highest percentage of chronically absent students based on the 22-23 academic year.
3. The category "multiple races" has the largest number of chronically absent students by ethnicity in 22-23.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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This section provides number of student groups in each level.

Fall Dashboard Graduation Rate for All Students/Student Group

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Launch Virtual Academy

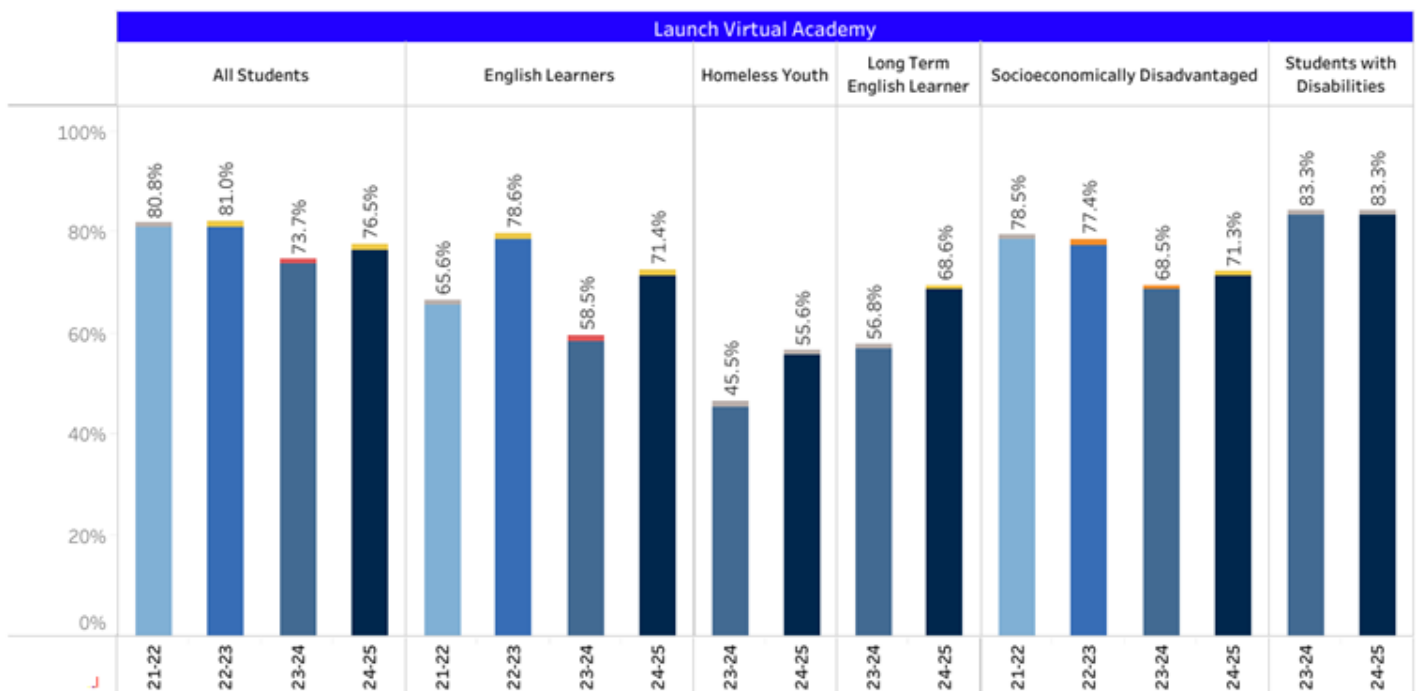
School Year
24-25
23-24
22-23
21-22

Performance Level
Green
Yellow
Orange
Red (Lowest Level)



Graduation Rate by Groups

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Fall Dashboard Graduation Rate by Race/Ethnicity

Select School Year(s)
Multiple values

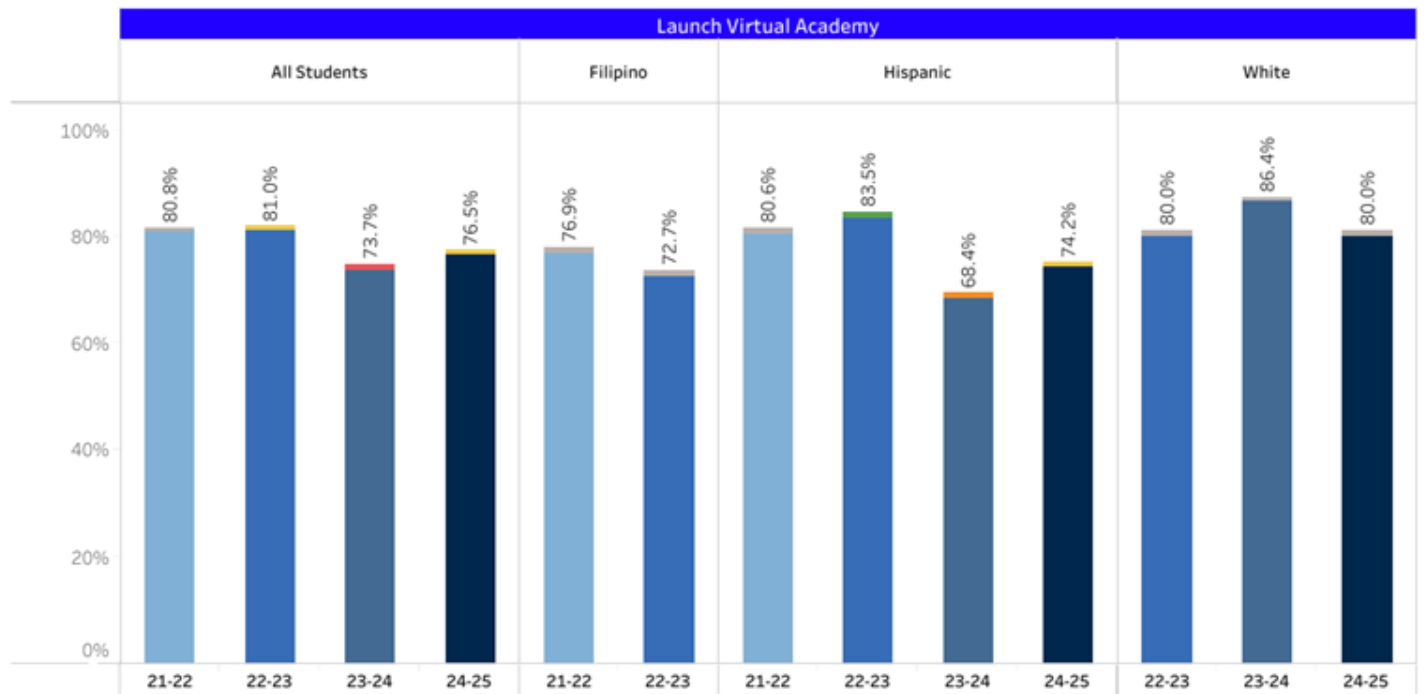
Select Student Group(s)
Multiple values

Select School Name(s)
Launch Virtual Academy

School Year
24-25
23-24
22-23
21-22

Performance Level
Green
Yellow
Orange
Red (Lowest Level)

Graduation Rate by Ethnicity [5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

- Homeless youth need additional support.
- Students with disabilities are able to find success.
- We need more support for EL and LTEL students.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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

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

Fall Dashboard Suspension Rate for All Students/Student Group

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Launch Virtual Academy

School Year

24-25

23-24

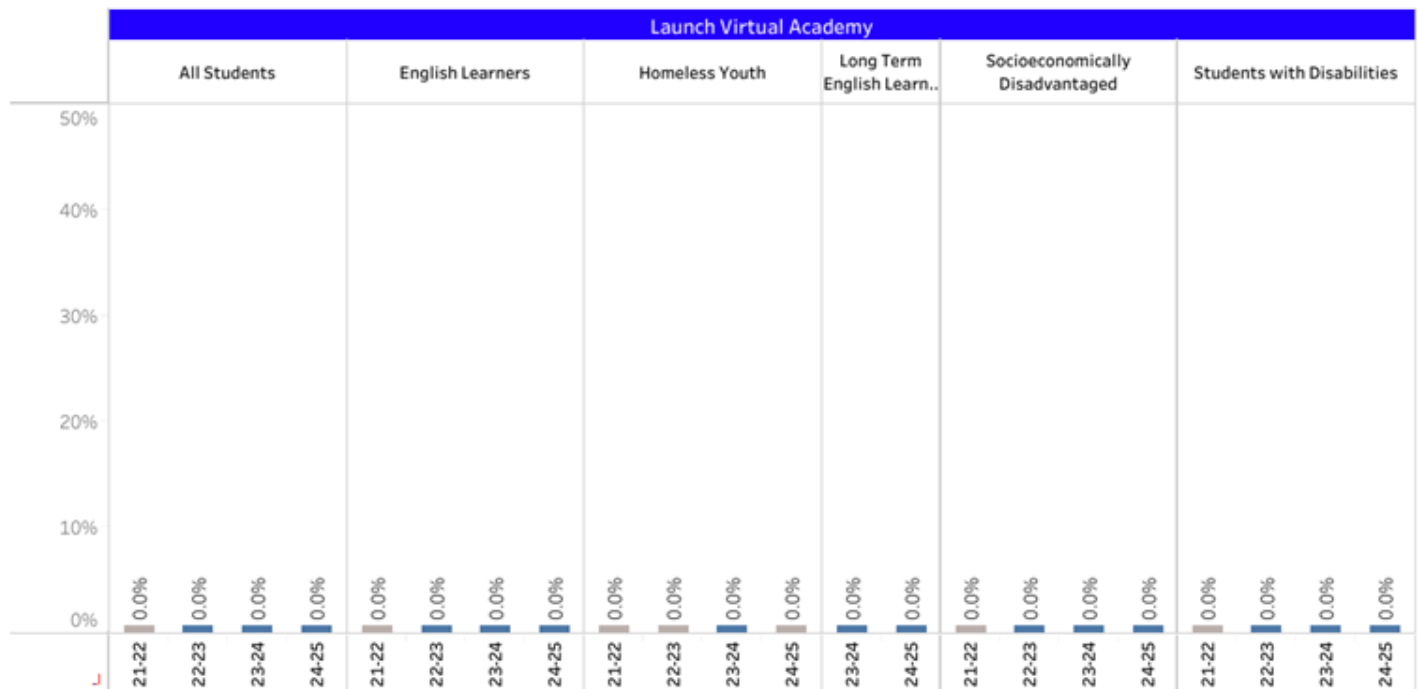
22-23

21-22

Performance Level


Suspension Rate by Groups

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Fall Dashboard Suspension Rate by Race/Ethnicity

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Launch Virtual Academy

School Year

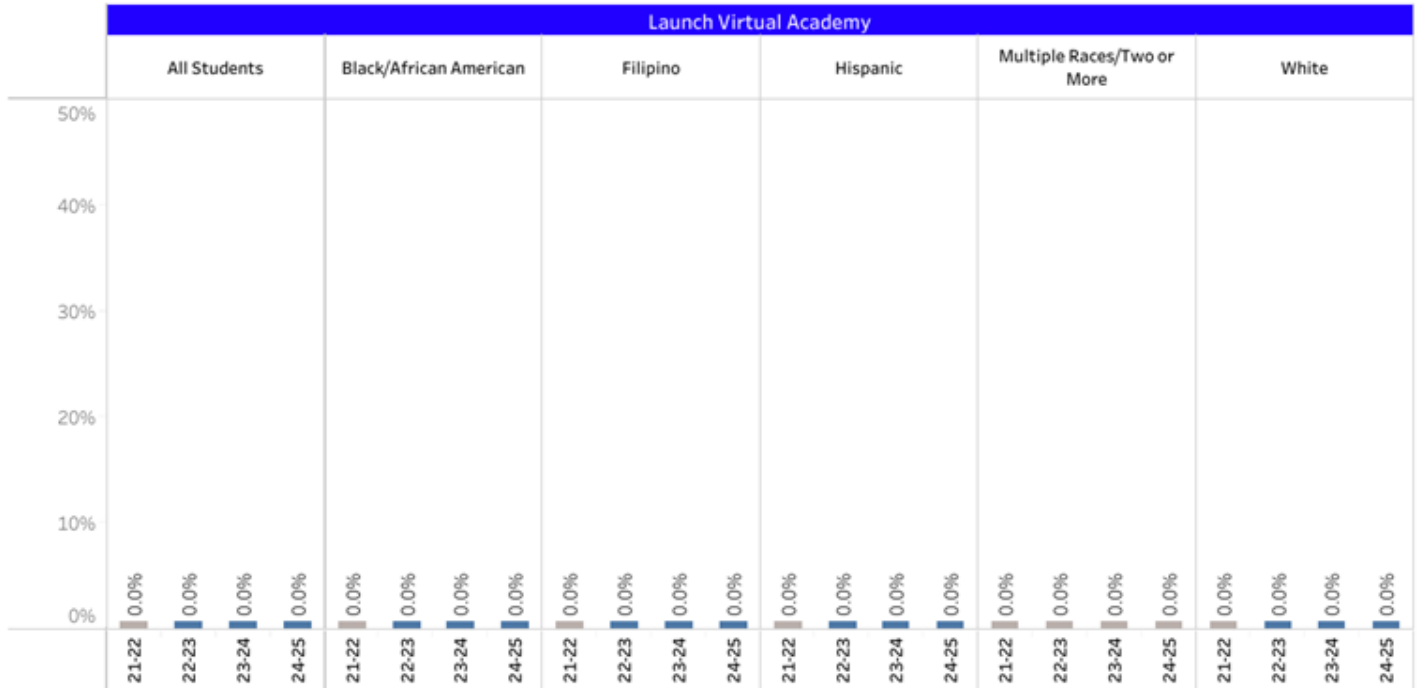
24-25
23-24
22-23
21-22

Performance Level



Suspension Rate by Ethnicity

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. No Suspension Data

School and Student Performance Data

AP Exams

Select Display Chart
By School

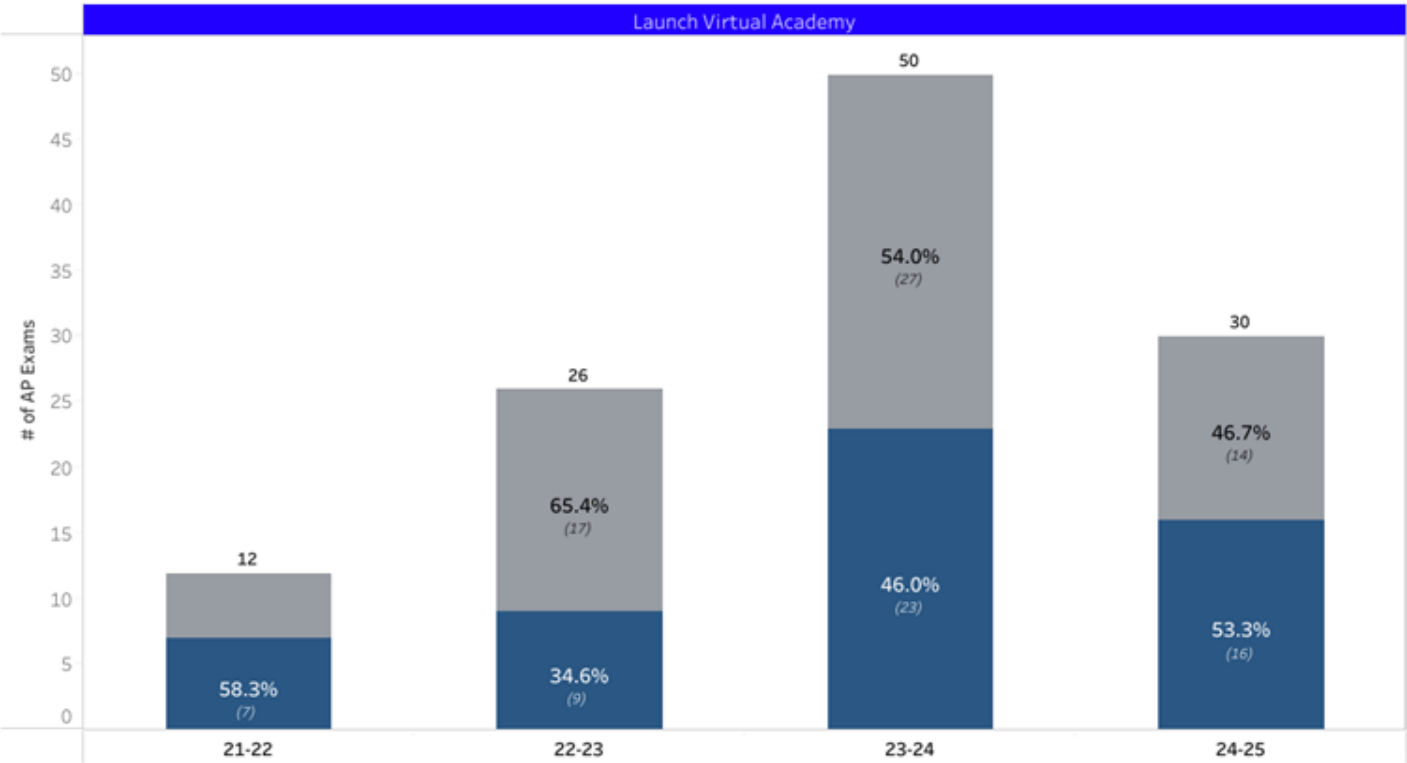
Select School(s)
Launch Virtual Academy

Select School Year
Multiple values

Select AP Exam
All

Pass Fail

AP Exam By School (All)



Conclusions based on this data:

1. AP testing participation went down between 23-24 and 24-25.
2. Our pass rate by percentage continues to increase.
3. There is a lot of room to improve the pass rate and the participation rate.

PSAT/SAT Participation

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

Grades (D and F Rate)

Select
Rate Calculation
D and F Rate

Select
School Year(s)
All

Select
School(s)
Launch Virtual Academy

Select
Student Group(s)
Multiple values

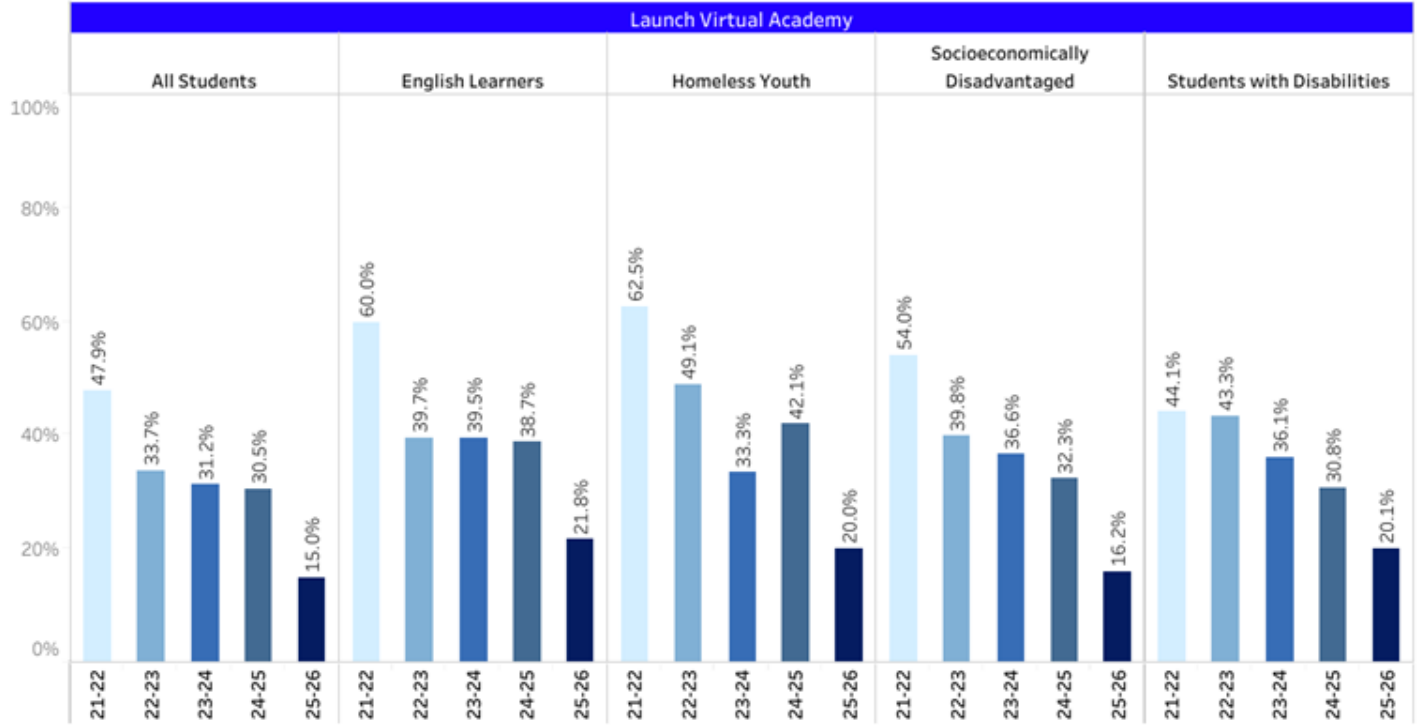
Select
Grading Term
Sem 1

Select
Department
CORE Classes

School Year

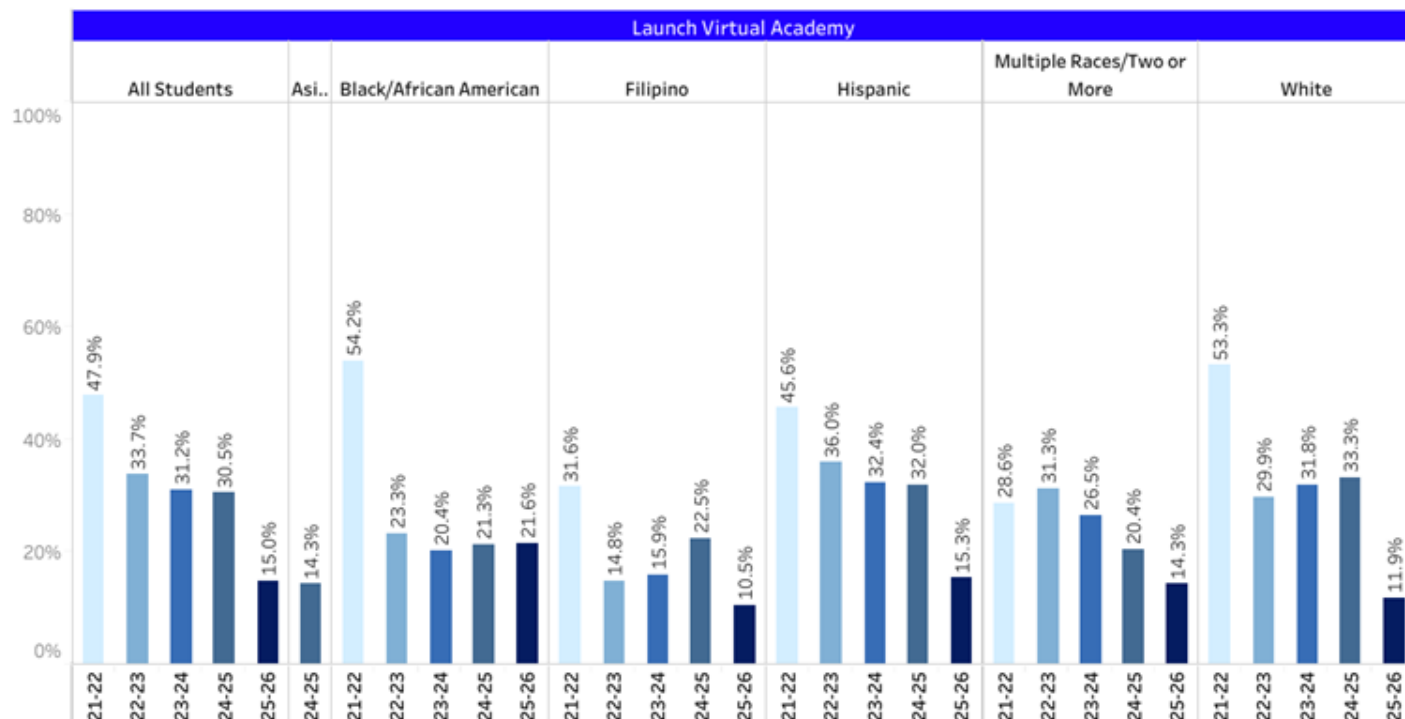


D and F Rate (Student Groups) by CORE Classes



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

D and F Rate (Ethnicity) by CORE Classes



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

- Credit completion is benefiting our students.
- The D and F rate continues to decline.
- English learners need more support.

Survey & Interview Data

Using any surveys or other means of gathering input from your stakeholders, explain areas of strength and determine areas of performance gaps and your plan for improvement.

CORE Summary Data

- **Strengths:** 2025-2026 CORE Survey
 LVA Overall MS HS
 Growth Mindset 51% 47 52
 Knowledge and Fairness of Rules 88% 88 88
 School Connectedness 59% 52 60
 Self-Efficacy 50% 52 50
 Self-Management 70% 73 70
 Sense of Safety 87% 83 88
 Social Awareness 74% 69 74
 Support for Academics 81% 81 81

165 LVA students took the CORE Survey in 2025-2026.

- **Growth:** To have more LVA students take the CORE survey for the 2024-2025 school year. To increase by 10% in all areas.

California Healthy Kids Survey Summary Data

- **Strengths:** Students took the California Healthy Kids Survey during the 2022-2023, 2023-2024, 2024-2025 and 2025-2026 school years. Students reported feeling like there were high expectations at this school. Students consistently feel like there is a caring adult they could trust on campus. While virtual, 60% or more students still felt connected to school and felt they were treated fairly.
- **Growth:** Continue to have more student responses for the California Healthy Kids Survey, during the 2026-2027 school year. Students felt sad at times, school attendance could use improvement as well as meaningful participation.

Other surveys (Please list and add the strengths and growth)

Launch Virtual Academy has had students, staff, and parents take surveys to better serve the students of LVA. Students and Parents have been surveyed about technology support and help. Teachers are also surveyed about what supports they need to teach in an online environment. Along with the newly established School Culture and Climate Committee, students will be surveyed on what clubs they would like to virtually participate in. LVA staff has noted that although an online school, getting parents and students to respond to surveys can be difficult at times.

During the 2022-2023 school year, LVA students and parents took the CDE Annual Report Survey. 300 parents and students took this survey. This was an increase of 150 student from last year. Survey results showed that students at LVA enjoy learning at school, by almost 85%. They feel the school is helping them to succeed and offers support. More than 80% of students who took the survey say that teachers provide feedback, support, tutoring opportunities and care about them. Almost 85% of students surveyed stated that teachers expect high quality work and that LVA offers a rigorous program. Over 95% of students and parents felt that virtual learning was implemented successfully at LVA.

Empathy Interviews

Students	Teachers	Others
Revamped Orientation and Relaunch training.	Teachers at LVA have monthly staff meetings.	Parent interviews conducted with representatives from ELAC, SSC, and Lunch with Launch expressed satisfaction with the services provided at LVA. Parents shared that they feel supported and treated with courtesy and respect when they interact with school personnel.
Students commented on how LVA uses different platforms and how this can be confusing. Launch is working on the integration of both CANVAS and Apex Learning.	Teachers enjoy the weekly optional training sessions on how to use technology and navigate different aspects of Launch Virtual Academy like how to take attendance. (Having these trainings be optional, except once a month, with all trainings being recorded.)	Parents would like more information on how to navigate the Learning

Students enjoy being able to play sports and participate in activities at their school of residency.	Teachers also shared that being able to meet during their prep periods in the morning has allowed them to share best practices with each other, especially newer teachers.	Management Systems at LVA, such as CANVAS, Microsoft Teams, and Apex Learning. Issues with Canvas Parent Portal that staff needs training on.
Students are benefiting from four hybrid days Space Hub (Tuesday/Wednesday/Thursday/Friday) of in person support.	Most teachers have participated in Quality Matters Training, which is a program to certify online classes. Teachers expressed interest in additional trainings like AP by the Sea, MTSS, etc.	For the 2025-2026 school year LVA held both student and parent meetings including "Lunch with Launch"(both in English and Spanish), Informational meetings and orientation meetings.
LVA has four academic tutors and five Hey Tutors (math) which work with students in person and online.	Teachers at LVA are always working to improve their craft and have a collaborative working environment.	Parents invited to End of the Quarter Celebrations to build community.
End of the Quarter Celebrations for students are held four times a year (once per quarter)		
Field trips are offered throughout the year. Many CTE field trips offered.		

Data Summary & Root Cause Analysis

Category	Strength(s)	Performance Gap(s)
Dashboard: Student Group Report	The majority of student groups saw a positive increase across almost all categories except for college and career.	For 2025, college and career was designated red for EL and LTEL students.
CAASPP (English Language Arts)	SBAC has been administered since the 2021-2022 school year for LVA. Students tested but the number of students testing was low but improving every year. Students struggle in English and Math. In 2024-2025 school year, a new model of testing was implemented and participation increased and further increased in the 2025-2026 school year.	Greater emphasis needs to be placed upon developing learning systems in which teachers obtain and analyze student performance data aligned to students' learning of content objectives through the use of high-leverage language production strategies. Also more students need to test.
CAASPP (Math)	Due to enrollment and participation, there are still some unreported metrics. Students struggle in math but some reported groups have experienced positive growth.	Greater emphasis needs to be placed on student participation in order to ensure a detailed and accurate report is available.
ELPAC (Summative Assessment)	No data for the 2020-2021 school year. For the 2021-2022 school year students were given the Initial ELPAC and students will take the Summative ELPAC in 2022. LVA hired a site tester/student program facilitator to administer the ELPAC test in the spring. 35% of students who took the test were considered well developed in English. In the 2024-2025 school year a new system for testing was implemented leading to increased participation which was further refined for the 2025-2026 school year.	Only 45% of ELD students at LVA completed all parts of this test in 2024-2025. To increase the percent (90%) EL students finish and take the ELPAC.
College Career Indicator (High School)	LVA counselors provide to students college presentations, senior credit checks, application workshops and final	LVA is considered part of Alt. Ed but offers all services of a comprehensive high school site. More counseling support is

Chronic Absenteeism	aid workshops. LVA is recognized by the UC A-G list. Upcoming FAFSA or CADA for seniors. Attendance at Launch Virtual Academy is not just defined as seat time (or computer time), but is based on a combination of student digital engagement in school's platforms and student work attempted and completed. Attendance at Launch Virtual Academy has two steps; 1) each subject matter teacher assign "equivalent student hours" per student & per class, 2) the combination of all student's classes "equivalent student hours" determine the attendance for the student. Supervising teachers (Academic Coach) enter attendance in Infinite Campus. LVA received an attendance tech in Jan. 2022. LVA funds with the support of the district a .8 attendance coordinator.	needed for one on one advising and SEL support. Additional academic support for students who are deficient in credits. To continue to improve a system for attendance at LVA. To develop a system to show real time attendance to both parents and students. To continue scheduling home visits, to find students who have zero to minimal hours of attendance. Continue to increase parent and student engagement.
Graduation Rate (High School)	LVA is doing credit checks with all seniors. LVA seniors graduated in 2020-2021 with their school of residency. Also in the 2021-2022 LVA seniors graduated with their school of residency. LVA became accredited during the 2021-2022 school year, and can now hold its own graduation. In 2023-2024 73.7% of students graduated with 68.5% of students being socioeconomically disadvantaged. In 2024-2025 81% of students graduated.	During the 2025-2026 school year, a greater percentage of students will promote/graduate from Launch Virtual Academy. We have many students who suffer from socioemotional issues and economic issues that make finishing school difficult.
Suspension Rate	While Launch does not have suspensions. SST meetings with students and parents who are have low attendance/lack of progress are successful.	Minor behavior problems, more issues with attendance.
AP Exams (High School and Granger)	A handful of students took the AP test with the help of SUHI for the 2020-2021 school year. For the 2025-2026 school year Launch Virtual Academy is offering, AP Language, AP Calculus AB, AP Biology, AP US History and AP Computer Science Principles. Launch will be ordering and administering its own AP tests. In 2026-2027 we are offering the same classes with similar enrollment.	To continue to offer more AP level classes and expand the AP program at LVA .To have more students take AP exams. To have more teachers to recieve AP trianing.
PSAT/SAT Participation (High School)	No data for 2020- 2021. LVA is WASC accredited in 2021-2022, and recieved college board code in 2022-2023 so that PSAT's were able to be administered. LVA administered the PSAT in the 2023-2024 and following school years.	LVA will offer PSAT's for the 2026 - 2027 school year and as an accredited institution, LVA will continue to offer the exam going forward.
Grades (D and F Rate)	Students at Launch Virtual Academy are given an "I" (Incomplete) grade if they do not finish a course at the end of the quarter. D and F grades are not given. Students are given the opportunity during	To continue to develop the credit completion plan, so that more students are able to finish class(es). To continue developing supports for incomplete classes for students. Tutoring is available

every break to participate in credit completion, which allows them to continue to work with an LVA teacher to try and finish incomplete classes. Per the teachers MOU for LVA, students who are at 70% complete in the class, can continue to work with the teacher of record to complete the class three weeks into the new quarter, for full credit.

throughout the school day and into the evening.

Other

During the 2020-2021 school year, LVA was considered a program. For the 2021-2022 school year LVA was considered a school that is working on receiving its school accreditation. LVA received its WASC accreditation in May 2022. LVA has grown in student population from approx. 230 students three years ago to approx. 870 students this year. LVA is WASC, College Board, A-G and College Board Approved.

Additional certificated and classified staff needed to help run LVA.

Priority	Greatest Needs	Root Cause(s)
1	Student Attendance	Launch Virtual Academy is a alternative education site. A majority of students coming to LVA are credit deficient, pre-sarab and sarbed. Attendance at LVA is based on satisfactory course progress - attendance in live sessions and turn in work.
2	Students at LVA having multiple "I" grades.	Students at Launch Virtual Academy have the ability to not earn F grades. Instead students receive grades of an "I" or an Incomplete. For Quarter 1 of the 2021-2022 school year, students could have earned a possible 1402 credits. Students earned 749 credits, but had 653 incomplete credits. The reason for many of these incomplete grades, was the influx in students and the hiring of 16, 1/6th teachers, many of whom did not receive proper training. Since this time, only LVA teachers are working with Launch Virtual Academy students and eight new teachers have been hired since September 2021. For the 2022-2023 school year, during Q1, LVA had 63.4% of students passing classes (948 credits) and 38.6% not passing (548 credits). Almost 500 grade changes happened in 2022-2023, due to META classes and credit completion during breaks and students continue to be able to recover credits.
3	All LVA teachers working together on one site and systems needing to be created for accountability.	LVA expanded from around 230 students in 2020-2021 to over 625 students in the beginning of the 2025-2026 school year. Launch Academy then continued to grow by and additional ~130 plus students, along with new teachers and new administrators and administrative staff. LVA teachers were working from multiple sites, CPM, SOH, SYH, HTM, CVM, MOM, ELH, BVM and athletics. With the influx of students and teachers LVA teachers and staff now work from nine different district facilities. This makes it difficult for administrative staff, who have to visit staff weekly. Also, safety is a concern for all staff and new protocols have been put into place with attendance. LVA administrative staff was moved next to CPM at the end of Semester 1 for the 2021-2022 school year. LVA was then moved from SOM and split

between CPM and SYH in the summer of 2024. There are plans in place for a complete campus in the near future.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Excellence in Teaching and Learning				
LEA/LCAP GOAL:				
Goal 1 Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.				
SCHOOL GOAL #1:				
Provide quality and innovative first instruction in a course based independent study setting with virtual learning options. Provide quality first instruction in all content subjects with a focus on planning and teaching to mastery through the following: Focusing on getting all students, particularly our educationally disadvantaged students with low literacy and math skills to understand content, planning with a focus on increasing student understanding, constantly monitoring and assessing student understanding and making adaptations to the lesson, aiming to get students an understanding of a concept or skill, working to keep students engaged, increasing students ability to use technology, expecting every student to work toward mastery, and refusing to allow students to passively fail.				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
Launch Virtual Academy became fully accredited during the 2021-2022 school year. As a school we are working on developing systems to help our students be the most successful. For the 2020 - 2021 school year, LVA was a small program and data is very limited.				
Based on our "I" data for the 2024-2025 and student feedback: areas of need are in all subject areas. Our goal is to ensure that we provide the necessary support and fundamental skills for students to reach mastery in all subject areas and reduce the "I" rate. We are working on providing beyond the day opportunities for LVA students.				
Measuring and Reporting Results				
Metric	Baseline 2025-2026	Desired Outcome 2025-26	Actual Outcome 2025-26	Desired Outcome 2026-27
"I" (Incomplete) Grades of students for Quarter 3 of the 2025-2026 School Year	2025-2026 Q3 Incompletes Before CC: 34% After CC: 30%	New Baseline	New Baseline	Reduce the incompletes by 10%
College and Career from the California Dashboard for 12th grade	English Learners (46) - 2.2% prepared Long Term English Learners (33) - 3% prepared	New Baseline	TBD	Improvement by 5%
12th Grade Graduation Rate (June 2025)	81% graduation rate	Improve graduation rate by 5%	TBD	TBD

Reclassification Rate (25-26)	3 students were reclassified in 24-25.	Increase our reclassification rate by 10% from the previous year.	TBD	TBD
CAASPP Testing (25-26)	ELPAC - 24.64% participated SBAC - ELA - 41.54% SBAC - Math - 38.72% SBAC - CAST - 53.01%	Increase ELPAC participation by 10% Increase SBAC participation by 10%	TBD	TBD
CAASPP ELA SWD	275.8 points distance from standard	Reduce distance from standard by 5%	TBD	TBD
CAASPP Math SWD	299.8 points distance from standard	Reduce distance from standard by 5%	TBD	TBD

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
1.2 Supplemental staffing ensures support for teaching and learning.	All activities must be based on an identified need.					
- Resource Teacher to monitor, coordinate, and implement interventions to assist EL, LI, FY, HY students with effective initial instruction that leads to student engagement and mastery.	Staffing 1.2.1 The intervention coordinator resource teacher position supplements the services to students in regards to LCAP Goal 1 and 2 The area of need that the positions support to address: academic support for socioeconomically disadvantaged and EL students. The supplemental duties include: Supports with monitoring struggling students, meet with struggling students to develop interventions plans, scheduling student in inside/outside the day intervention programs, assist with extended day numeracy and literacy program by meeting with struggling students. Support will focus on improving and closing gaps for students with disabilities in ELA and Math as identified in red and English learners, Long-Term English learners, Socioeconomically Disadvantaged, and Hispanic or Latino students identified in orange on the CA School Dashboard.	Funding a .2 for a teacher to support students via the SST process.	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	27207

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Resource teachers to facilitate teacher training and curriculum integration that include how to meet the needs of all students in the classroom, including EL, LI, FY, HY, SWD.	Staffing 1.2.2 The Title 1 literacy resource teacher position supplements the services to students in regards to LCAP Goals 1, 2 and 3 The area of need that the positions support to address: academic support for LI and EL students, Professional Development. The supplemental duties include: Work with external consultant to backwards map state standards, aligned with the SUHSD curriculum guides. Focus of work should include developing the following: Student learner outcomes, common formative assessments and common instructional materials including best practices to support English Learners and Students with Disabilities in ELA and Math. Lead the creation and the implementation of new curriculum and assessment for assigned PLC's Work alongside the external consultant to provide professional development coaching and classroom coaching to assigned PLC teachers with increased differentiated instruction by focusing on oral language and written language development in the assigned PLC courses Implement systems of in-class intervention for the assigned PLC courses taking place after common formative assessments Develop the Interim Block Assessment calendar for each PLC with input from teachers Prepare records of student data on student mastery levels during each student learner outcome to share with assigned PLC's and administration	Funding a .2 (second semester) to support other teachers in implementing best classroom practices in an online environment.	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	27207
- Extend library/media centers hours and resources in order to support all students before and after school, including student athletes.	1.2.4 Extended learning opportunities to improve student engagement and academic achievements for all students through academic supports including credit completion.	Funding will be used to support teacher extra duty pay for interventions.	School wide	Extra Duty	S/C Lib. Extra Dty 325	5997
- Paraprofessionals support students' individualized needs and support effective initial instruction that leads to student engagement and mastery.	1.2.5 AVID tutors to support students in grades 7-12. AVID methodologies to be implemented school-wide to support all students.	AVID Tutors	School wide	Extra Duty	S/C AVID Tutors 332	4,526

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
1.3 Targeted/Supplemental interventions provide support for teaching and learning to unduplicated student groups:	All activities must be based on an identified need.					
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.4 Credit Completion for "I" (Incomplete) grades. To support students, to provide interventions and to provide targeted tutoring to unduplicated student groups. Additional time with staff and 1 on 1 support.	Credit Completion	School wide	Extra Duty	S/C Inter. 315	27,250
- Professional development is continually provided in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, and technology enhanced instruction.	1.3.5 Professional Development for Teachers per MOU for Launch or Social Emotional Learning and technology support (Apex Learning Quality Matters and CANVAS) Quality Matters is training for teachers to help measure and guarantee the quality of their courses, with the goal of QM Certification. A QM-Certified Course is an online or blended course that has met QM Standards for a QM Rubric in an Official Course Review. Once certified, organizations can display the QM Certification Mark to demonstrate their commitment to quality and continuous improvement. CUE Conference is a tech conference which teachers at LVA will attend, to keep up to date on upcoming technologies.	Professional Development for Teachers/Canvas/Quality Matters Course Design	School wide	Extra Duty	3010 Title I 419	4,000
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.6 Saturday in-person tutoring sessions. To support students, provide interventions, and to provided targeted tutoring to unduplicated students. Additional time with staff and 1 on 1 support. 1-2 teachers per Saturday based on need, 4 hours per Saturday tutoring session. Support will focus on improving and closing gaps for students with disabilities in ELA and Math as identified in red and English learners, Long-Term English learners, Socioeconomically Disadvantaged, and Hispanic or Latino students identified in orange on the CA School Dashboard.	Saturday in-person tutoring sessions	School wide	Extra Duty	3010 Title I 419	11,000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Assist students in achieving standards by purchasing supplemental instructional materials especially EL, LI, FY, HY.	1.3.7 Launch Virtual Academy is developing systems to create an environment for building both a physical and virtual classroom, that will support both student and family engagement with limited facilities including supplies, materials, technology, licenses, website licenses. All teachers will be provided with evidence-based and standards -aligned supplemental instructional materials to support learning in order to increase. Not limited to tv monitors(smart tvs), monitors, headsets, cameras, mice, docking stations, poster maker etc. High Tech laptops needed for student monitoring and course building. Also purchasing licenses for Kami, School Site Webhosting, DeltaMath, Cidi Labs, Calendly, Mobileup, Luminex, Grade Guardian. Supplemental Supplies/Communication for Progress Reports, Quarter Grades and additional student/parent interaction and support.	Classroom Technology and Equipment replacements	School wide	Equipment	3010 Title I 419	6,500
		Technology equipment to be purchased for LVA school site offices. • Monitors • Smart Cameras • Microphones				
		Supplemental Supplies	School wide	Supplies	3010 Title I 419	5171

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
		Instructional Materials/Supplies	School wide	Supplies	S/C Lib. Inst. Mat. 224	5,980

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
		Website Contracts/Online Services	School wide	Contracts/Services	3010 Title I 419	45,000
		• Ready GO • TidyUp • Design PL US • IXL Learning • Grade Guardian • Cal endly • Copy Lin				

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
		k • A+ Att en da nc e				
- Professional development is continually provided in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, and technology enhanced instruction.	1.3.8 Staff will create trainings, provide professional development and support for the implementation of various educational technology tools being used by teachers to support students.	Educational Technology tools support for teachers, students, and parents.	School wide	Extra Duty	3010 Title I 419	9,312
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.10 The supplemental duties include: Supporting the site instructional program Provide supporting data to departments, administration and counselors for the purpose of helping teachers differentiate instruction, gathering data to identify lessons supporting student learning and mastery, research program data and communicate findings regarding practices that support student learning, collaborate with PLC leads/curriculum specialists, collect data to develop data analysis protocols, provide data for target standards to support student learning and mastery, run pre-and post-data to make comparisons of program/practice effectiveness, professional Development Providing Formative training for staff to facilitate data access to support student groups identified in red on the California School Dashboard in conjunction with providing information on intervention services Student Support Provide Campus Portal support the identified student groups. Provide information on intervention services Collecting evidence that reflects student achievement.	Funding extra duty for a staff member to monitor and assist with targeted interventions in support of student progress.	School wide	Extra Duty	3010 Title I 419	1,850

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
1.4 Specific services and programs are available to meet the different academic needs and profiles of English Learners.	All activities must be based on an identified need.					

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Equity, Climate, and Culture				
LEA/LCAP GOAL:				
Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.				
SCHOOL GOAL #2:				
Continue to grow Launch Virtual Academy by expanding its programs, fostering student engagement, and creating a positive school culture that promotes meaningful connections.				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
For the development of LCAP Goal 2 the metric indicators/data used to measure and determine root cause and identify school needs concludes that we need to increase our student connectedness and improve our attendance rate, and increase student motivation to seek academic help by creating a unifying culture and climate through schoolwide empowering activities, SEL lessons, to support social, emotional, mental and physical wellness. Our chronic absenteeism rate as measured by the California School Dashboard has multiple groups in red, which is largely due to the nature of course based independent study and the way that chronic absenteeism is measured by the state. In order to improve outcomes of our students we will be measuring student attendance by student course completion percentage due to the fact that students get attendance credit through passing courses.				
Measuring and Reporting Results				
Metric	Baseline 2025-2026	Desired Outcome 2025-26	Actual Outcome 2025-26	Desired Outcome 2026-27
Overall course completion percentage	New baseline	New baseline	TBD	Increase course completion percentage by 10%.
School Connectiveness as measured by CHKS	New baseline	New baseline	7th - 62% 9th - 65% 11th - 61%	Increase school connectiveness by 10%.

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
Goal 2-Reach metric goals regarding attendance	All activities must be based on an identified need.					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
• Increase attendance • Address chronic absenteeism • Decrease dropout rate	Staffing 2.1.1					
• Increase attendance • Address chronic absenteeism • Decrease dropout rate	Staffing 2.1.2					
• Increase attendance • Address chronic absenteeism • Decrease dropout rate	Staffing 2.1.3					
2.2 Supplemental staff and services ensure a safe and healthy learning environment for all students:	All activities must be based on an identified need.					
- Resource teacher to provide students and staff with appropriate skills in order to provide an optimal learning environment for students and staff.	2.2.4 Additional support by counseling staff to provide students and staff with needed support outside of the duty day included but not limited to SEL, counseling support, college and financial aid. Support will focus on improving and closing gaps for students with disabilities in ELA and Math as identified in red and English learners, Long-Term English learners, Socioeconomically Disadvantaged, and Hispanic or Latino students identified in orange on the CA School Dashboard.	Counselor extra duty	School wide	Extra Duty	3010 Title I 419	5,000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
- Resource teacher organizes extended day and extended year activities that foster student and parent engagement and support, including EL, LI, FY, HY.	Launch Virtual Academy is an innovative education option that has its unique challenges and goals. Growth Networks can provide tailored solutions and recommendations that align with the specific needs of the school environment. Teachers will have the opportunity to attend trainings in effective online teaching and learning as well as the implementation of educational technology tools. Offer Quality Matters (QM) professional development opportunities specifically designed for K-12 online educators. These trainings focus on improving the quality of online and blended learning through research-based standards. Digital Learning Annual Conference (DLAC) opportunities designed to help LVA staff build knowledge of best practices in digital learning. Designed specifically for practitioners who are implementing, managing, and leading online, hybrid and blended learning. OUR SCHOOL AREAS OF IMPROVEMENT (AS IDENTIFIED BY WASC) • Decrease the number of disengaged students. • Adequate Facilities for Online, In-Person, and Hybrid Learning. • Increase English Language Learners' proficiency levels in ELA and Math. • Increase students' social, emotional, and academic support. 2.2.5	Trainings	School wide	Travel (PD)	3010 Title I 419	30,207
2.3 Systematic support for all students to build a culture of equity:	All activities must be based on an identified need.					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Involvement				
LEA/LCAP GOAL:				
Goal 3 Foster and honor parent/guardian and community engagement to support excellence in each student's success.				
SCHOOL GOAL #3:				
Site will provide a welcoming environment for staff, students, parents, and community members by ensuring quality customer service, a positive visual atmosphere, bilingual support, and access to a designated parent center. We will continue our efforts to increase parent engagement at all our school functions through ongoing communication via personal phone calls, emails, school website, and fliers/mailers.				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
For the development of LCAP Goal 3 the metric indicators/data used to measure and determine root cause and identify school needs conclude that we need to increase our parent engagement by soliciting parent input for meetings/workshops interest, promote our parent center and partnership with South Bay Community Services and other community resources, increase parent involvement through volunteer opportunities and parent learning walks (classroom visits), improve our communication process via emails, phone calls, texts, mailers, and social media.				
Measuring and Reporting Results				
Metric	Baseline 2025-2026	Desired Outcome 2025-26	Actual Outcome 2025-26	Desired Outcome 2026-27
Parent Event Participation	Monthly Parent workshops	New Baseline	Parent workshops average ~16 parents per session	Increase parent workshop participation by 10%.
Canvas Parent Login Stats by Canvas Observer status	328 parents have activated their Canvas "observer" access.	Increase Canvas parent observers by 10%.	TBD	TBD
Skyrocket Newsletter views	Skyrocket Newsletter had ~41,500 views	Increase by 5% (43,575)	TBD	Increase by 5%

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
3.1 District base programs to foster parent and community engagement:	All activities must be based on an identified need.					
- Include families and community in revisiting LCAP through a parallel process.	3.1.4 Admin will ensure families and community receive information at school parent events such as: Informational meetings, Orientation, Lunch with Launch, Almuerzo con Launch, Curriculum Nights, Technology Parent Night in their primary language and have opportunities to revisit District LCAP: translation/interpretation.	Translataion/Interperation	School wide	Extra Duty	3010 Title I Prnt. 403	499
- Improve first impressions and a welcoming environment by ensuring quality customer service, a positive visual atmosphere, and bilingual support at sites, district office, and community events.	3.1.5 LVA will maintain a clean and safe school campus by providing supplemental custodial support and supplies for in school cohorts, extended learning, and parent events beyond the regular school day.	Custodial Supplies	School wide	Supplies	S/C Custodial 111	250
- Provide designated Parent Centers at district and site levels.	3.1.6 LVA will create and maintain a New functioning parent center with access to computers, printer, internet (email, online registration, and school website): supplies and materials.	Parent Center Equipment	School wide	Equipment	3010 Title I Prnt. 403	334
		Parent Center Supplies	School wide	Supplies	S/C Prnt. Invl. 403	1,500
		Parent Center Equipment	School wide	Equipment	S/C Prnt. Invl. 403	700
- Improve first impressions and a welcoming environment by ensuring quality customer service, a positive visual atmosphere, and bilingual support at sites, district office, and community events.	3.1.7 Providing additional support for families via bilingual informational meetings and orientation, as well as bilingual customer support for all parent and community educational needs.	Classified extra duty.	School wide	Extra Duty	S/C Lib. Extra Dty 325	3,253
3.2 Supplemental staff and services to enhance relations between district, schools, and community:	All activities must be based on an identified need.					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
- Implement and support participation in parent trainings and institutes to support parent needs.	3.2.4 Supplies for parent involvement events. Meeting materials/supplies, translation/interpretation, duplicating, extra duty for staff.	Supplies for parent involvement events.	School wide	Supplies	3010 Title I Prnt. 403	1,704
- Community Relations Facilitators at sites support student success and to enhance parent capacity.	3.2.5 This position provides parent Support and Outreach, Planning Parent Engagement events/meetings, Provide resources for parents of EL students, Facilitate trainings for parents, including Infinite Campus, Home visits/Parent contact for At-Risk Youth, Prepare and maintain Parent Center for parent meetings, Coordinate events in collaboration with parent volunteers, Scheduled parent/teacher meetings when requested, Provide translation during parent/teacher conferences as needed, Student Support, Attend meetings regarding At-Risk Youth (SST), Support students' attendance monitoring, Home visits to determine cause of poor attendance when unable to reach parent or guardian, Provide student attendance monitoring, Schedule Pre-SARB meetings with parents to inform them of school resources, including Saturday School, Professional Development, Attend PD to support parents of At-Risk Youth, Implement skills and knowledge from PD for At-Risk Youth Community Outreach, Refer parents to resources in the community, Recruit volunteers from the community, Collaborate with community agencies to schedule presentations for parents, Communication, Send weekly emails with scheduled upcoming events, Schedule automated phone call reminders regarding upcoming events	Supplemental and classified staff extra duty hours for external parent engagement.	School wide	Extra Duty	3010 Title I 419	2,500
3.3 Opportunities for parents and community members to provide input on relevant issues that support all students' success.	All activities must be based on an identified need.					

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Systems of Support				
LEA/LCAP GOAL:				
Goal 4 Develop coherent and transparent systems for excellence to support each student's success.				
SCHOOL GOAL #4:				
Launch Virtual Academy is developing systems to create an environment for building both a physical and virtual school.				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
Measuring and Reporting Results				
Metric	Baseline 2025-2026	Desired Outcome 2025-26	Actual Outcome 2025-26	Desired Outcome 2026-27

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
4.1 Systems continue to be in place that support student engagement and success:	All activities must be based on an identified need.					
4.3 Systems are in place that ensure highly qualified personnel are recruited and hired in a timely manner to support student success.	All activities must be based on an identified need.					

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (Title 1)	\$
Total Funds Provided to the School Through the S/C LCAP	\$
Total Funds Provided to the School Through the Consolidated Application (Title 1, Carryover)	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs Funding Source	Funds Allocated by School Site in SPSA*
3010 Title I 419	\$174,954.00
3010 Title I Prnt. 403	\$2,537.00
S/C AVID Tutors 332	\$4,526.00
S/C Custodial 111	\$250.00
S/C Inter. 315	\$27,250.00
S/C Lib. Extra Dty 325	\$9,250.00
S/C Lib. Inst. Mat. 224	\$5,980.00
S/C Prnt. Invl. 403	\$2,200.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

* These numbers should equal total allocations to school site on next page

Subtotal of state or local funds included for this school: \$226,947.00

Total of federal, state, and/or local funds for this school: \$226,947.00

Budgeted Funds and Expenditures in this Plan

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

Total Allocations & Expenditures by Funding Source

Funding Source	Amount Allocated to Site	Balance (Allocations – Expenditures)
3010 Title I 419	\$174,954	0.00
3010 Title I Prnt. 403	\$2,537	0.00
S/C Prnt. Invl. 403	\$2200	0.00
S/C Custodial 111	\$250	0.00
S/C Lib. Inst. Mat. 224	\$5980	0.00
S/C Inter. 315	\$27250	0.00
S/C Lib. Extra Dty 325	\$9250	0.00
S/C Pullout PD 402	\$0	0.00

Total SPSA Expenditures by Funding Source

Funding Source	Total Expenditures
3010 Title I 419	174,954.00
3010 Title I Prnt. 403	2,537.00
S/C AVID Tutors 332	4,526.00
S/C Custodial 111	250.00
S/C Inter. 315	27,250.00
S/C Lib. Extra Dty 325	9,250.00
S/C Lib. Inst. Mat. 224	5,980.00

S/C Prnt. Invl. 403

2,200.00

Expenditures by Budget Reference or Type

Budget Reference	Amount
Contracts/Services	45,000.00
Equipment	7,534.00
Extra Duty	75,187.00
Personnel (FTEs or Hrs)	54,414.00
Supplies	14,605.00
Travel (PD)	30,207.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Contracts/Services	3010 Title I 419	45,000.00
Equipment	3010 Title I 419	6,500.00
Extra Duty	3010 Title I 419	33,662.00
Personnel (FTEs or Hrs)	3010 Title I 419	54,414.00
Supplies	3010 Title I 419	5,171.00
Travel (PD)	3010 Title I 419	30,207.00
Equipment	3010 Title I Prnt. 403	334.00
Extra Duty	3010 Title I Prnt. 403	499.00
Supplies	3010 Title I Prnt. 403	1,704.00

Extra Duty	S/C AVID Tutors 332	4,526.00
Supplies	S/C Custodial 111	250.00
Extra Duty	S/C Inter. 315	27,250.00
Extra Duty	S/C Lib. Extra Dty 325	9,250.00
Supplies	S/C Lib. Inst. Mat. 224	5,980.00
Equipment	S/C Prnt. Invl. 403	700.00
Supplies	S/C Prnt. Invl. 403	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,000.00
Goal 2	35,207.00
Goal 3	10,740.00

Supplemental Personnel Form Title I

2026-27 School Year

School Name:	Launch Virtual Academy	
School-wide Program?	Yes	

List all the site personnel funded with Federal and/or State dollars.

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
Maria Teresa Harris	Intervention Coordinator Resource Teacher	Personnel (FTEs or Hrs) 3010 Title I 419	The intervention coordinator resource teacher position supplements the services to students in regards to LCAP Goal 1 and 2 The area of need that the positions support to address: academic support for socioeconomically disadvantaged and EL students. The supplemental duties include: Supports with monitoring struggling students, meet with struggling students to develop interventions plans, scheduling student in inside/outside the day intervention programs, assist with extended day numeracy and literacy program by meeting with struggling students. Support will focus on improving and closing gaps for students with disabilities in ELA and Math as identified in red and English learners, Long-Term English learners, Socioeconomically Disadvantaged, and Hispanic or Latino students identified in orange on the CA School Dashboard.	1.2.1	5-20-2025
TBD	Title I Literacy Resource Teacher	Personnel (FTEs or Hrs) 3010 Title I 419	The Title 1 literacy resource teacher position supplements the services to students in regards to LCAP Goals 1, 2 and 3 The area of need that the positions support to address: academic support for LI and EL students, Professional Development. The supplemental duties include: Work with external consultant to backwards map state standards, aligned with the SUHSD curriculum guides. Focus of work should include developing the following: Student learner outcomes, common formative assessments and common instructional materials including best practices to	1.2.2	11-21-2025

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
			support English Learners and Students with Disabilities in ELA and Math. Lead the creation and the implementation of new curriculum and assessment for assigned PLC's Work alongside the external consultant to provide professional development coaching and classroom coaching to assigned PLC teachers with increased differentiated instruction by focusing on oral language and written language development in the assigned PLC courses Implement systems of in-class intervention for the assigned PLC courses taking place after common formative assessments Develop the Interim Block Assessment calendar for each PLC with input from teachers Prepare records of student data on student mastery levels during each student learner outcome to share with assigned PLC's and administration		
TBD	Title I Literacy Resource Teacher			1.2.3	11-21-2025

School Site Council Membership

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

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

Name of Members	Role
Jesus Ulloa-Higuera	Principal
Maria Teresa Harris (1st year in 25-26)	Classroom Teacher
Ana Banos (1st year in 25-26)	Classroom Teacher
Maria Santoyo (2nd year in 25-26)	Classroom Teacher
RoseAnita Hernandez (2nd year in 25-26)	Classroom Teacher
Alyed Vargas Escobar (2nd year in 25-26)	Other School Staff
Elizabeth Dang (2nd year in 25-26)	Parent or Community Member
Nancy Romero (1st year in 25-26)	Parent or Community Member
RoseAnne Mayeda (1st year in 25-26)	Parent or Community Member
LD (2nd year in 25-26)	Secondary Student
CT (1st year in 25-26)	Secondary Student
AW (1st year in 25-26)	Secondary Student

The SSC in a secondary school shall be composed of the following two groups (*EC* Section 65000[c][2]):

School Group Members (Secondary Schools):

- The principal of the school or his or her designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (*EC* Section 65000[c][2][A]); and

Parent and/or Community and Pupil Group Members (Secondary Schools):

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school; and pupils attending the school, selected by pupils who are attending the school. The number

of parent and/or community members and pupil members selected shall equal the number of school members selected (*EC* Section 65000[c][2][B])

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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 05/15/2026.

Attested:



Principal, Dean Nafarrete on 05/15/2026

SSC Chairperson, LD - Student on 05/15/2026

Title I School-Level Parent and Family Engagement Policy

Launch Virtual Academy

2026-27

Launch Virtual Academy, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1])

Launch Virtual Academy has developed a written Title I parent and family engagement policy with input from Title I parents and family members. Launch Virtual Academy distributes the policy to parents and family members of Title I students through school events. Parents were given the opportunity to provide feedback through SSC, ELAC, surveys and Lunch with Launch Meetings. LVA provides information to parents through school sponsored meetings and events, as well as through Infinite Campus, Canvas, Skyrocket Newsletter, and the school website: launchvirtualacademy.org

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2])

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. Input occurs throughout the year and the parent and family engagement school policy is updated annually.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

SUHSD has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The district, in collaboration with the District-level Parent Advisory Council (DPAC) and the District-level English Learner Advisory Committee (DELAC), will review and revise the Parent and Family Engagement Policy on an annual basis. The LEA has distributed the policy to parents and family members of children served under Title I, Part A. SUHSD provides parents and family members an annual notification, which includes the reference to BP 6020, AR 6020, and the Title I LEA Parent and Family Engagement Policy. The district incorporates the parent and family engagement policy into the district's Local Control and Accountability Plan (LCAP) Goal 3: Foster and honor parent/guardian and community engagement to support excellence in each student's success focuses on the district initiatives supporting parent and family engagement.

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program, the following practices have been established:

The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (ESSA Section 1116[c][1])

Launch Virtual Academy holds the required Title I meeting at our first Lunch with Launch Meeting during quarter 1.

- Discuss the meaning of Title I and how a school becomes a Title I school.
- Discuss the goals for our school in regards to numeracy and literacy.
- Discuss the role of parents as members of School Site Council to oversee the School Plan for Student

Achievement.

- Discuss all interventions and services provided to students as part of our Title I plan.

The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (ESSA Section 1116[c][2])

Parent and Community liaison contacts parents via phone and Infinite Campus messenger to invite them to LVA's ELAC, and SSC meetings.

- Launch Virtual Academy holds Lunch with Launch in separate English and Spanish Meetings. These meetings are held monthly, virtually and recorded.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Launch Virtual Academy has an annual parent meetings scheduled and posted on the school web site. During Lunch with Launch and through the use of our weekly Skyrocket Newsletter parents are kept informed of important dates and meetings.

- School Site Council (SSC) role is to provide feedback to inform the School Plan for Student Achievement as well as approval of the overall SPSA.
- SSC agendas are posted on the school bulleting and on the Skyrocket Newsletter to inform parents and community members who wish to attend the public meeting.
- English Learner Advisory Committee (ELAC) meets once a month and the focus is to discuss parent roles in student academic success, the importance of attendance and the needs of English Learners.
- Launch Virtual Academy provides parents with an on-going form of communication via personal phone calls either by administrators, counselors, teachers, and support staff. Email communication is paramount way of reaching out to parents, LVA uses Infinite Campus (IC), Canvas, the Skyrocket Newsletter and also LVA's web page.

The school provides parents of participating students with timely information about the Title I program under ESSA Section 1116[c][4][A-C]

Launch Virtual Academy addresses the parent community onboarding meetings and Lunch with Launch. A Title I meeting is held and parents are informed about the meaning of Title I and the advantages to all students.

- During the first Lunch with Launch, which serves as the Title I meeting, Dr. Ulloa informs parents that our school is a Title I school and provides an overview of the program.
- During LVA's first SSC of the school year 2026-2027 Title I will be an agenda item.

The school provides a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. 1116[c][4][A-C]

Launch Virtual Academy provides parents with an explanation of each curricular subject via individual syllabi posted on teachers Canvas pages.

- Parents are informed via Canvas and Infinite Campus about their student performance throughout the academic year, along with progress reports and final grades being emailed to both students and parents and posted on Canvas and Infinite Campus.

- LVA is also part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessment for California (ELPAC).
- LVA uses the California School Dashboard as well as the School Academic Report Card (SARC) to help identify the areas of strength as well as the areas growth and student subgroups to inform parents of school performance.

The school provides, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. 1116[c][4][A-C]

Parents are invited to ask questions, make comments and provide suggestions for how LVA can continue to improve student learning. This is accomplished in a variety of formats such as during online monthly Lunch with Launch meetings, monthly SSC meetings that are open to the public, along with open communication with school staff via email and/or phone.

If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. ESSA Section 1116[c][5]

Parents will have an opportunity to discuss, provide input and revise multiple times the School Plan For Student Achievement through School Site Council, ELAC meetings, and Lunch with Launch.

- Parents input is added into the site plan and submitted to the Office of State and Federal Programs for revision before is reviewed for board approval.

Accessibility

Launch Virtual Academy, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand. ESSA Section 1116[F]

Launch Virtual Academy communicates with parents in English and Spanish and provides translating services as needed.

- Parents of students with disabilities get constant information on the performance of their students by their Special Education teachers, Case Carrier and by the psychologist.

Launch Virtual Academy's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on April 17, 2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before the yearly Title 1 meeting.

Jesus Ulloa-Higuera

Typed Name of School Principal



Signature of School Principal

04/17/2026

Date

Title I Part A, School Parent Compact

Launch Virtual Academy

2026-27

The parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Describe school and parent response below:

Per Launch Virtual Academy's Learning Agreement: This Learning Agreement for Course-Based Independent Study is for the 2026-2027 school year. Independent Study is a voluntary educational alternative in which no pupil may be required to participate; a classroom option has been offered and is always available. In the case of a suspended expulsion student, pursuant to Ed Code 48915 or 48917, an alternative of classroom instruction has been offered and is available at all times. All resources and services of a school are also available to the student. At the end of the school year, an evaluation will be made to determine appropriate placement for the following school year [EC 51747(b) and 51747(c)(4)]. An amended master agreement must be written to accommodate changes of supervising teacher.

Course contracts are part of the master agreement. Course contracts will include course description, number of equivalent school days, learning objectives, and course outline [EC 51746, EC 51747(c)(2), 51747(c)(3), 5 CCR 11700(i), 5 CCR 11704(c) and 11701.5]. Students are encouraged to dedicate at least six hours of schoolwork per day. Course assignments need to be submitted through school's Learning Management System (LMS) as delineated by credentialed teacher. The maximum length of time allowed between the assignment and due date will be two (2) weeks or 10 school days BP6158, AR6158 & EC 51747(a). Student academic progress can be monitored by student and parent on LMS. Upon completion of course, grades, and credits earned will be entered into school/district Student Information System (SIS).

Courses' Resources:

- Computer-Based (online & offline) resources.
- LIVE Academic Sessions.
- Small group academics support/interactions.
- One-on-One online academic support –as needed–

Courses Method of Evaluation:

- Web and Computer-Based assignments.
- Student formative and summative assessments.
- Student engagement (student digital presence/engagement in school platforms)

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][B-D]):

(B) frequent reports to parents on their children's progress;

- (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and**
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.**

Describe school and parent response below:

Launch Virtual Academy values communication between the school and LVA families. Launch provided monthly parent meetings (Lunch with Launch) in both English and Spanish. Meetings are also recorded for families who cannot attend and placed on the weekly Skyrocket Newsletter that is sent out to families and hosted on the LVA website. Two progress reports per quarter and the quarter final grades are available on Infinite Campus, but also sent via email to both students and families. Launch uses Infinite Campus to communicate with families via email, phone and text message. Communication is provided in both English and in Spanish.

Parents also have access to a parent portal in Canvas to monitor student progress and grades. Support staff holds meetings with parents to help support, if parents cannot access.

Parents are able to use teacher office hours to set up appointments to meet with teachers about student progress.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1])

Describe school and parent response below:

Monthly meetings and the weekly Skyrocket Newsletter at LVA review content standards, assessments and how to monitor and improve student achievement. Struggling students are brought in for SST meetings and home visits are conducted to better support families in crisis.

Teachers' office hours provide time weekly to meet with students and families about student progress and achievement.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children such as literacy training and using technology, as appropriate to foster parent involvement. (ESSA Section 1116[e][2])

Describe school and parent response below:

LVA offers orientation for new students and parents and "Relaunch" for students and parents who are struggling in the program. Parents have access to teacher appointments to discuss student progress through office hours and the school provides monthly parent meetings and technology/support meetings for families.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3])

Describe school and parent response below:

Teachers meet with parents and students on a regular basis via office hours. Academic coaches are responsible for no more than 25 students and are the first line of communication for families. Teachers receive training in QM (Quality Matters) to better understand how to develop classes to support virtually, so that students and parents can easily navigate classes.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as Parent Centers to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4])

Describe school and parent response below:

LVA is investing Title I Parent involvement monies to support their parent center. The parent center is equipped with computers, printers and projector to do parent presentations and for our parents to use as needed. The goal is to hold hybrid ELAC meetings in the parent center as well as any form of parent related training and parent meetings to be hosted there.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])

Describe school and parent response below:

LVA communicates with families in both English and Spanish. ELAC documents, interventions calendar, parent packet, resources for student success and LVA student-parent handbook are available in both languages. The principal's newsletter within the Skyrocket Newsletter can also be translated into a variety of different languages with the press of a button using the S'more website. Automated calls are sent out to families in both English and Spanish.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14])

Describe school and parent response below:

LVA DELAC and DPAC representatives go to these trainings and our student program facilitator and counselors do outreach for district sponsored parent trainings as well as trainings that parents are interested in attending.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f])

Describe school and parent response below:

Launch Virtual Academy has personnel at different levels of the organization that can communicate with parents in the home language. LVA families predominant non-English language is Spanish. Additionally, LVA uses translation to support parents in various meetings and most office staff speak Spanish. To support families with disabilities, LVA takes an individualized approach by providing appropriate accommodations based on the specific needs of each family member. When a need is identified, the school works collaboratively with families to ensure access to information, meetings, and school resources in a format that is accessible and understandable.

This Compact was established by Launch Virtual Academy on April 17, 2026, and will be in effect for the period of one school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: the annual Title 1 meeting.

Jesus Ulloa-Higuera

Typed Name of School Principal



Signature of School Principal

04/17/2026

Date

Instructions Overview and Guidance

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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