



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highlands Elementary School	19649986068860	June 2, 2025	June 24, 2025

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

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

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

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

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

Schoolwide Program  
SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

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# Plan Description

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

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

Schoolwide Program  
SINGLE PLAN FOR STUDENT ACHIEVEMENT

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Teachers, school staff, parents & family members have actively participated in developing school-wide goals in the areas of academic achievement, chronic absenteeism, as well as student & family engagement. During staff meeting times, teachers come together to analyze classroom, district benchmark (including iReady), and CAASPP data in order to set priorities for achievement and to discuss evidence-based practices and programs that would have the greatest positive impact on our students, staff, and family members. Information gathered at staff meetings has been shared with parent groups in Parent Faculty Organization meetings, Site Council meetings, ELAC (English Language Advisory Council) meetings, and staff meetings and also communicated through newsletters and posted information in the school's lobby. Parent and family members have been asked to provide input on engagement opportunities/activities, academic program decisions, and other school programs through electronic surveys. Parents participate in surveys posted in Parent Square on a regular basis. Highlands collects and gathers input from the district site connectedness survey given to educational partners, staff, and students in grades 3-6. Whether families formally or informally provide feedback for growth and improvement, our staff works to improve existing programs, add new programs, and make improvements to our culture and surroundings.

## Resource Inequities

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

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

N/A

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Not applicable

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

Students with disabilities: RED IN ELA and Math

## Other Needs

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

First grade students:

79% are 1 grade level or more below in reading based on IReady Diagnostic 2

87% are 1 grade level below in math based on IReady Diagnostic 2

Second Grade:

65% of students are 1 grade level or more below in reading based on I-ready Diagnostic 2

82% of students are 1 or more grade level below in math based on I-Ready Diagnostic 2

Socioeconomically Disadvantaged:

2nd grade: 72% of students are one or more grade levels below in reading

4th grade: 64% of students are one or more grade levels below in reading

5th grade: 65% of students are one or more grade levels below in reading

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0%	%	3	0	
African American	2.38%	3.03%	3.26%	22	17	19
Asian	11.90%	2.5%	1.72%	110	14	10
Filipino	8.01%	3.92%	4.80%	74	22	28
Hispanic/Latino	40.80%	55.61%	57.80%	377	312	337
Pacific Islander	0.11%	0%	%	1	0	
White	31.49%	30.3%	28.47%	291	170	166
Multiple	4.11%	3.39%	3.26%	38	19	19
<b>Total Enrollment</b>				<b>924</b>	<b>561</b>	<b>583</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	143	83	88
Grade 1	135	98	87
Grade 2	147	89	89
Grade3	127	100	82
Grade 4	135	67	93
Grade 5	113	57	62
Grade 6	124	67	55
<b>Total Enrollment</b>	<b>924</b>	<b>561</b>	<b>583</b>

#### Conclusions based on this data:

1. The enrollment at Highlands Elementary has been increasing in the last 2 years and continues to increase due to the expansion of our dual language program.
2. Enrollment in 21-22 includes students in the digital academy.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	80	37	34	12.20%	8.7%	5.8%
Fluent English Proficient (FEP)	67	25	20	10.60%	7.3%	3.4%
Reclassified Fluent English Proficient (RFEP)	31	13	7	3.4%	2.3%	1.2%

### Conclusions based on this data:

1. The total number of EL students has decreased each school year as well as the total percentage of EL students attending Highlands Elementary.
2. The percentage of Reclassified Fluent English Proficient students decreased from 1% every year. This correlates with the decrease of percentage of EL students at Highlands.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	117	102	82	117	101	81	117	101	81	100.0	99.0	98.8
Grade 4	129	64	90	128	64	90	128	64	90	99.2	100.0	100
Grade 5	109	59	66	107	59	64	107	59	64	98.2	100.0	97
Grade 6	106	68	55	105	68	54	105	68	54	99.1	100.0	98.2
All Grades	461	293	293	457	292	289	457	292	289	99.1	99.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2456.	2446.	2442.	35.90	35.64	32.10	26.50	20.79	20.99	21.37	22.77	25.93	16.24	20.79	20.99
Grade 4	2495.	2485.	2461.	38.28	32.81	22.22	20.31	25.00	30.00	21.09	18.75	17.78	20.31	23.44	30.00
Grade 5	2532.	2474.	2519.	34.58	18.64	29.69	26.17	20.34	29.69	22.43	20.34	17.19	16.82	40.68	23.44
Grade 6	2539.	2533.	2527.	20.00	22.06	24.07	36.19	29.41	24.07	28.57	23.53	20.37	15.24	25.00	31.48
All Grades	N/A	N/A	N/A	32.60	28.42	26.99	26.91	23.63	26.30	23.19	21.58	20.42	17.29	26.37	26.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.62	19.80	22.22	56.41	65.35	67.90	11.97	14.85	9.88
Grade 4	27.34	21.88	16.67	60.94	60.94	65.56	11.72	17.19	17.78
Grade 5	31.78	16.95	25.00	57.01	59.32	60.94	11.21	23.73	14.06
Grade 6	25.71	17.65	27.78	63.81	63.24	46.30	10.48	19.12	25.93
All Grades	29.10	19.18	22.15	59.52	62.67	61.59	11.38	18.15	16.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.22	24.75	12.35	59.83	48.51	55.56	17.95	26.73	32.10
Grade 4	23.44	21.88	13.33	55.47	54.69	57.78	21.09	23.44	28.89
Grade 5	22.43	15.25	21.88	55.14	49.15	50.00	22.43	35.59	28.13
Grade 6	15.24	19.12	24.07	57.14	51.47	38.89	27.62	29.41	37.04
All Grades	21.01	20.89	16.96	56.89	50.68	51.90	22.10	28.42	31.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.24	15.84	18.52	74.36	71.29	71.60	9.40	12.87	9.88
Grade 4	22.66	20.31	11.11	62.50	64.06	78.89	14.84	15.63	10.00
Grade 5	14.02	18.64	21.88	76.64	64.41	60.94	9.35	16.95	17.19
Grade 6	25.71	20.59	18.52	68.57	64.71	68.52	5.71	14.71	12.96
All Grades	19.69	18.49	16.96	70.24	66.78	70.93	10.07	14.73	12.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.64	19.80	25.93	62.39	63.37	66.67	11.97	16.83	7.41
Grade 4	25.78	17.19	11.11	64.84	65.63	72.22	9.38	17.19	16.67
Grade 5	30.84	11.86	26.56	57.94	54.24	62.50	11.21	33.90	10.94
Grade 6	18.10	20.59	12.96	73.33	63.24	59.26	8.57	16.18	27.78
All Grades	25.16	17.81	19.03	64.55	61.99	66.09	10.28	20.21	14.88

**Conclusions based on this data:**

- Overall achievement in ELA for ALL students: 53% of ALL students met or exceeded overall academic achievement. 20% of students nearly met standards.
- Writing for ALL students was at , near or above 68%.

3. Reading for ALL students was 83% above, at or near grade level. There was a 2 % decrease in students in the below standard range.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	117	102	82	117	101	81	117	101	81	100.0	99.0	98.8
Grade 4	129	64	90	128	64	90	128	64	90	99.2	100.0	100
Grade 5	109	59	66	107	59	64	107	59	64	98.2	100.0	97
Grade 6	106	68	55	105	68	54	105	68	54	99.1	100.0	98.2
All Grades	461	293	293	457	292	289	457	292	289	99.1	99.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2463.	2445.	2460.	35.04	28.71	33.33	29.06	27.72	28.40	13.68	22.77	23.46	22.22	20.79	14.81
Grade 4	2491.	2495.	2475.	27.34	31.25	23.33	24.22	23.44	24.44	31.25	26.56	32.22	17.19	18.75	20.00
Grade 5	2523.	2476.	2508.	30.84	16.95	31.25	22.43	13.56	17.19	21.50	23.73	17.19	25.23	45.76	34.38
Grade 6	2536.	2535.	2513.	36.19	30.88	20.37	9.52	14.71	25.93	24.76	30.88	20.37	29.52	23.53	33.33
Grade 11															
All Grades	N/A	N/A	N/A	32.17	27.40	27.34	21.66	20.89	24.22	22.98	25.68	24.22	23.19	26.03	24.22

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	42.74	35.64	40.74	35.90	43.56	44.44	21.37	20.79	14.81
<b>Grade 4</b>	35.16	29.69	25.56	40.63	57.81	50.00	24.22	12.50	24.44
<b>Grade 5</b>	28.97	20.34	34.38	50.47	33.90	31.25	20.56	45.76	34.38
<b>Grade 6</b>	37.14	32.35	18.52	33.33	39.71	48.15	29.52	27.94	33.33
<b>Grade 11</b>									
<b>All Grades</b>	36.11	30.48	30.45	40.04	43.84	43.94	23.85	25.68	25.61

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	39.32	31.68	34.57	42.74	45.54	46.91	17.95	22.77	18.52
<b>Grade 4</b>	26.56	31.25	18.89	47.66	46.88	56.67	25.78	21.88	24.44
<b>Grade 5</b>	24.30	8.47	17.19	54.21	54.24	53.13	21.50	37.29	29.69
<b>Grade 6</b>	24.76	22.06	16.67	45.71	50.00	46.30	29.52	27.94	37.04
<b>All Grades</b>	28.88	24.66	22.49	47.48	48.63	51.21	23.63	26.71	26.30

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	35.04	21.78	28.40	49.57	63.37	59.26	15.38	14.85	12.35
<b>Grade 4</b>	26.56	31.25	23.33	55.47	53.13	52.22	17.97	15.63	24.44
<b>Grade 5</b>	21.50	13.56	23.44	53.27	59.32	53.13	25.23	27.12	23.44
<b>Grade 6</b>	16.19	19.12	22.22	64.76	61.76	53.70	19.05	19.12	24.07
<b>All Grades</b>	25.16	21.58	24.57	55.58	59.93	54.67	19.26	18.49	20.76

**Conclusions based on this data:**

1. 51% of students scored Above Grade Level or At Grade Level on overall CAASPP MATHEMATICS achievement.
2. 24% were near standard.
3. Students who did not meet grade level standard decreased 2%.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	*	*	*	*	*	*	*	*	9	4	4
<b>1</b>	*	*	*	*	*	*	*	*	*	10	9	4
<b>2</b>	*	*	*	*	*	*	*	*	*	6	6	8
<b>3</b>	*	*	*	*	*	*	*	*	*	8	6	4
<b>4</b>	1528.5	*	*	1527.4	*	*	1529.0	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	10	5	*
<b>6</b>	1517.9	*	*	1509.3	*	*	1526.0	*	*	12	5	*
<b>All Grades</b>										67	37	28

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	41.67	*	*	25.00	*	*	25.00	*	*	8.33	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	25.00	*	*	25.00	*	*	25.00	*	*	25.00	*	*	12	*	*
<b>All Grades</b>	32.84	21.62	17.86	29.85	43.24	35.71	22.39	16.22	28.57	14.93	18.92	17.86	67	37	28

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	58.33	*	*	33.33	*	*	8.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	33.33	*	*	16.67	*	*	25.00	*	*	25.00	*	*	12	*	*
All Grades	46.27	37.84	28.57	26.87	37.84	39.29	14.93	8.11	21.43	11.94	16.22	10.71	67	37	28

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	0.00	*	*	41.67	*	*	25.00	*	*	33.33	*	*	12	*	*
All Grades	20.90	8.11	10.71	31.34	37.84	28.57	25.37	24.32	32.14	22.39	29.73	28.57	67	37	28

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	66.67	*	*	33.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	33.33	*	*	33.33	*	*	33.33	*	*	12	*	*
All Grades	43.28	48.65	35.71	46.27	35.14	46.43	10.45	16.22	17.86	67	37	28

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
All Grades	43.28	32.43	32.14	43.28	54.05	57.14	13.43	13.51	10.71	67	37	28

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
All Grades	22.39	10.81	3.57	50.75	62.16	67.86	26.87	27.03	28.57	67	37	28

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	41.67	*	*	58.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
All Grades	32.84	27.03	18.52	49.25	45.95	62.96	17.91	27.03	18.52	67	37	27

**Conclusions based on this data:**

1. There were 28 students tested which was less than previous years.

2. EL population is decreasing.
3. 57% of EL students scored at somewhat/moderate of speaking domain.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
583	30.5%	5.8%	0.7%
Total Number of Students enrolled in Highlands Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	5.8%
Foster Youth	4	0.7%
Homeless	14	2.4%
Socioeconomically Disadvantaged	178	30.5%
Students with Disabilities	115	19.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.3%
American Indian	0	0.0%
Asian	10	1.7%
Filipino	28	4.8%
Hispanic	337	57.8%
Two or More Races	19	3.3%
Pacific Islander	0	0.0%
White	166	28.5%

### Conclusions based on this data:

1. Highlands' largest ethnic groups are Hispanic with 58% of the population, and White with 29% of the population.

2. 30.5% of our total population are considered to be SOCIOECONOMICALLY DISADVANTAGED, an increase of 8% from the previous year's data.
3. 20% of our Highlands population are students with disabilities.

# School and Student Performance Data

## Overall Performance

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. Highlands' chronic absenteeism rate is in the GREEN performance level.
2. Highlands' performance levels in English Language Arts and Mathematics are both in the YELLOW performance level.
3. Highlands' suspension rate is in the BLUE performance level.



# School and Student Performance Data

## Academic Performance English Language Arts

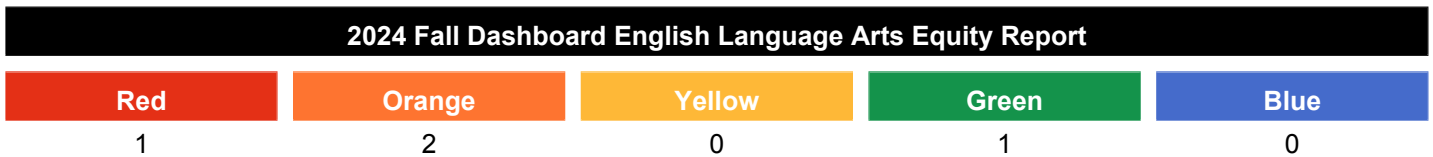
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>3.0 points above standard</p> <p>Maintained 0.8 points</p> <p>278 Students</p>	<p><b>English Learners</b></p> <p> No Performance Color</p> <p>38.4 points below standard</p> <p>Increased 23.5 points</p> <p>18 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>37.0 points below standard</p> <p>Declined 14.1 points</p> <p>83 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>81.3 points below standard</p> <p>Maintained 1.4 points</p> <p>66 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>57.5 points below standard</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>29.9 points above standard</p> <p>Declined 3.3 points</p> <p>13 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>12.4 points below standard</p> <p>Maintained 0.5 points</p> <p>143 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>46.3 points above standard</p> <p>Declined 8.7 points</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>21.1 points above standard</p> <p>Increased 7.0 points</p> <p>91 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts

### 2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>7 Students</p>	<p>18.0 points above standard</p> <p>11 Students</p>	<p>5.6 points above standard</p> <p>Maintained 2.4 points</p> <p>250 Students</p>

#### Conclusions based on this data:

- Highlands' SWD performed in the RED level compared to our ALL STUDENTS group which scored at the YELLOW level; this is a decrease of -17.6 points.
- Our socioeconomically-disadvantaged student subgroup and our Hispanic subgroup scored at the ORANGE level, as compared to the ALL STUDENT group which scored in the YELLOW.
- One student is a long-term English learner.

# School and Student Performance Data

## Academic Performance Mathematics

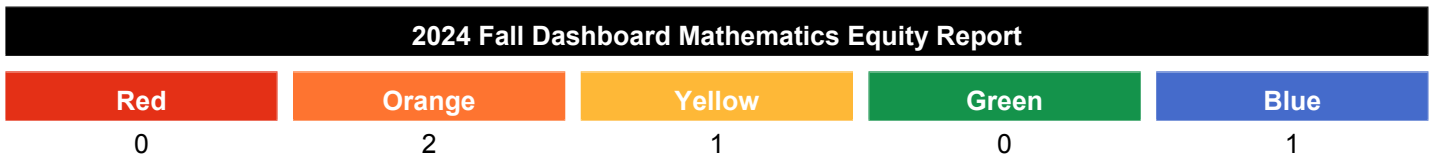
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>6.4 points below standard</p> <p>Maintained 0.7 points</p> <p>278 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>55.9 points below standard</p> <p>Increased 10.2 points</p> <p>18 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>45.3 points below standard</p> <p>Maintained 2.8 points</p> <p>83 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>86.0 points below standard</p> <p>Maintained 2.2 points</p> <p>66 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>44.8 points below standard</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>10.0 points above standard</p> <p>Declined 40.5 points</p> <p>13 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>24.7 points below standard</p> <p>Maintained 1.2 points</p> <p>143 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>13.1 points above standard</p> <p>Declined 50.6 points</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>17.4 points above standard</p> <p>Increased 17.7 points</p> <p>91 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

#### 2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>7 Students</p>	<p>6.7 points above standard</p> <p>11 Students</p>	<p>2.2 points below standard</p> <p>Maintained 1.2 points</p> <p>250 Students</p>

#### Conclusions based on this data:

1. Highlands ALL STUDENT GROUP scored at the YELLOW LEVEL.
2. White population Highlands' scored in the BLUE PERFORMANCE LEVEL, outperforming the ALL STUDENT GROUP.
3. Our SWD and SED subgroups scored at the ORANGE LEVEL.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 45.8% making progress. Number Students: 24 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 12.5%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 41.7%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 45.8%

### Conclusions based on this data:

1. 45.8% of our EL students made progress of a minimum of one ELPI level.
2. 12.5% of our EL students decreased by one ELPI level.
3. 41.7% of Highlands students MAINTAINED or PROGRESSED one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>6.5% Chronically Absent</p> <p>Declined 5.6</p> <p>599 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>9.1% Chronically Absent</p> <p>Declined 7.2</p> <p>33 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Increased 7.6</p> <p>18 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>9.2% Chronically Absent</p> <p>Declined 8</p> <p>196 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>9.5% Chronically Absent</p> <p>Declined 8.3</p> <p>147 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>19 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Declined 4.9</p> <p>28 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>6.4% Chronically Absent</p> <p>Declined 7.4</p> <p>342 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>3.8% Chronically Absent</p> <p>Declined 3.6</p> <p>26 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>6.3% Chronically Absent</p> <p>Declined 4.1</p> <p>174 Students</p>

**Conclusions based on this data:**

1. 6.5% of our total population are considered to be CHRONICALLY ABSENT.
2. All student groups declined in chronic absenteeism rate from 4 to 8 points.
3. 9.2% of students in the socioeconomically disadvantage group declined in CHRONICALLY ABSENT.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

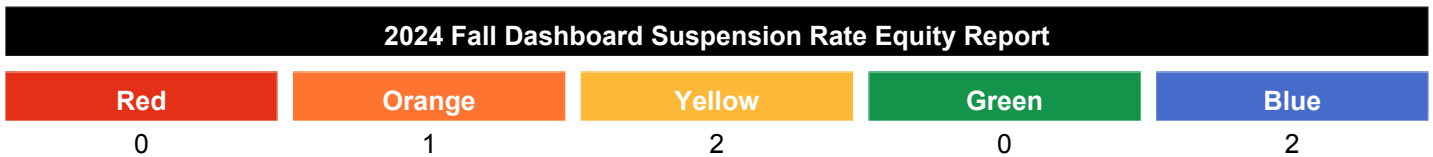
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>0.5% suspended at least one day</p> <p>Increased 0.3%</p> <p>609 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>3% suspended at least one day</p> <p>Increased 3%</p> <p>33 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>1% suspended at least one day</p> <p>Increased 0.3%</p> <p>202 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.8%</p> <p>149 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>3.6% suspended at least one day</p> <p>Increased 3.6%</p> <p>28 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>0.6% suspended at least one day</p> <p>Increased 0.3%</p> <p>346 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>176 Students</p>

**Conclusions based on this data:**

1. The All student group increased .3% which reflects as GREEN.
2. Students in the English Learner group increased 3% which resulted in the ORANGE.
3. Students in the Hispanic group increased .3% (YELLOW).

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Achievement Gap

This goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

### Identified Need

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

Increase ELA achievement for students with disabilities, socioeconomically disadvantaged students, and Hispanic students. Dashboard data states that our SWD, SED and Hispanic students are performing significantly behind our All Student group on their ELA CAASPP assessment.

Increase MATH achievement for students with disabilities, students who are economically disadvantaged, and Hispanic groups. Dashboard data states that our SWD, Hispanic, and SED students are performing significantly behind our All Student group on their MATHEMATICS CAASPP assessment.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - ELA 2023-2024	ALL - YELLOW: +3 points above standard (maintained) SWD- RED: -81.3 points below standard (maintained) SED- ORANGE: -37 points below standard (-14.1 pts declined) HISPANIC- ORANGE: -12.4 points below standard (maintained)	ALL : +10 above standard SWD: -70 points below standard SED: -27 points below standard HISPANIC: +5 points above standard
CA Dashboard - MATHEMATICS 2023-2024	ALL - YELLOW: -6.4 points below standard (maintained) SWD- ORANGE: -86 points below standard (-2.2 maintained) SED- ORANGE: -45.3 points below standard (-2.8 maintained) HISPANIC: -24.7 points below standard (-1.2 maintained)	ALL : +5 points above standard SWD: -76 points below standard SED: -35 points below standard HISPANIC: -10 points below standard

iReady diagnostic assessment in READING meeting or exceeding (mid year)	ALL - 52% Meeting or Exceeding SWD- 27% Meeting or Exceeding SED - 45% Meeting or Exceeding (increased from prior year) Hispanic - 44% Meeting or Exceeding (increased from prior year) English Learners - 23% Meeting or Exceeding	ALL - 60% Meeting or Exceeding SWD-37% Meeting or Exceeding SED - 55% Meeting or Exceeding Hispanic - 55% Meeting or Exceeding English Learners - 45% Meeting or Exceeding
iReady diagnostic assessment in MATH meeting or exceeding (mid year)	ALL - 38% Meeting or Exceeding SWD- 20% Meeting or Exceeding SED - 33% Meeting or Exceeding (met goal) Hispanic - 14% Meeting or Exceeding English Learners - 28% Meeting or Exceeding	ALL - 50% Meeting or Exceeding SWD- 30% Meeting or Exceeding SED - 45% Meeting or Exceeding Hispanic - 45% Meeting or Exceeding English Learners - 40% Meeting or Exceeding

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Learning Team Site based planning - once per trimester	All students	3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Secure guest teachers for site based planning
1.2	Professional Learning team planning for Dual language immersion teachers to create thematic units.	Students in DLI, EL, SWD, SED	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Secure guest Teachers for site based planning
1.6	Grades 3rd-6th professional development with a focus on math and writing. This may include working with Math TOSAs and/or Superintendent writing training.	All students	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Secure guest teachers for site based planning
1.7			
1.8			

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

Previous Goal 1: Closing the achievement gap

We did not meet our reading goal for all students, currently at 52%. The goal was to make 5% growth and we made 1% growth in reading as indicated by the Mid year i-Ready diagnostic. For math we did not meet our goal of 44% of students meeting or exceeding proficiency. We had 38% of students meeting standard on the mid year I-ready diagnostic. This is extremely low and will require that our school focus on foundational math skills.

To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will continue to build Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students. Paraeducators supported our neediest Kindergarten classes with tier 2 support in a gradual release model, providing more support at the beginning of the year and less towards the middle of the year. This was successful in helping build basic routines early in the year.

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

The cost of the paraeducators account for the majority of our school supplemental funds as the school has a need to support students in developing their bilingual skills.

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

We have added intentional planning time focused on the foundational reading and math skills including professional development. This is part of our PLC work at our site. We have also added dual language collaboration time as the majority of our school is now DLI and requires specific planning time to organize resources and materials to build biliteracy units of instruction.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### English Learner Achievement

This goal focuses on increasing academic achievement and language proficiency of our English Learners.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

### Identified Need

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

English Learners are not making adequate progress in their language proficiency and academic achievement in ELA and Mathematics. CA Dashboard indicates our English learners are struggling to achieve language proficiency. iReady data indicates that our English Learners are struggling to achieve proficiency in ELA and Mathematics as compared to the All Student group.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CA Dashboard- English Learner Progress	ELA- No Performance color because there are less than 11 students 48.5% EL students making progress toward English language proficiency LTEL- 1 Grade 6 LTEL 2024-25	EL- 60% of EL students will make progress towards English language proficiency. LTEL- Maintain 0 LTEL's
2024 iReady ELA (Mid year)	ALL- 52% MEETING/ EXCEEDING EL- 23% MEETING/ EXCEEDING	ALL- 60% MEETING/ EXCEEDING EL- 40% MEETING/ EXCEEDING

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teacher planning time for ELD instruction and ELPAC prep	EL students	100 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2.2	Student Goal Setting- release time for teachers grades 3-6th to set goals with their students and monitor academic progress.	EL students	100 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

Goal 2: Support English Language Learners

Staff continue to benefit from professional development on ELD strategies. Our ELD coordinator supported all teachers in the administration of ELPAC. She held meetings for our teachers who are fairly new to administration of ELPAC. We did not conduct EL progress monitoring goals which is something we would like to carry over to next year.

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

Monies budgeted for goal setting with EL students was not used for its intended purpose. Goals will need to be monitored and insured that they have been created. Funds were used to support the administration and collaboration of ELPAC testing.

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

Specific work needs to be completed by the teaching staff to learn how to monitor EL progress in iReady in Reading. Goal setting will be placed on the calendar at the beginning of the year to ensure ALL English learners have a goal set for language development.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Student Engagement

This Goal focuses on increasing engagement for students to feel connected to school and learning

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

### Identified Need

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

Decrease Chronic Absenteeism for students with disabilities, ELs, and SED student groups - Dashboard data indicates that our SWD, ELs, and SED student groups miss more school days than ALL students which negatively impacts their academic achievement.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CA DASHBOARD - CHRONIC ABSENTEEISM	ALL- GREEN 6.5% chronically absent (declined 5.6%) SWD- GREEN 9.5% chronically absent (declined 9.5%) SED- GREEN: 9.2% chronically absent (declined 8%) EL- GREEN 9.1%: chronically absent (declined 7.2%) HISPANIC- GREEN 6.4% chronically absent(declined 7.4%)	ALL- 5% or less chronically absent SWD- 5% or less chronically absent SED- 5% or less chronically absent EL- 5% or less chronically absent HISPANIC- 5% or less chronically absent
2025 LCAP STUDENT CONNECTEDNESS SURVEY QUESTION	Students in the class behave so teachers can teach. ALL- 42% SWD- 51% SED- 68% EL- 64% HISPANIC- 41%	Students will indicate that students in the class behave so that teachers can teach. ALL- 52% SWD- 55% SED- 75% EL- 70% HISPANIC- 65%
2025 LCAP STUDENT CONNECTEDNESS SURVEY QUESTION	Students in grades 3-6 treat each other well at my school. ALL- 46% SWD- 61% SED- 59% EL- 71% HISPANIC- 48%	Students will indicate that students treat each other well at school. ALL- 55% SWD- 65% SED- 65% EL- 75% HISPANIC- 55%

Panorama Student SEL Screener: Positive Growth Mindset	33% Overall Positive Growth Mindset 15% When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time? 32% How much can you improve your behavior at school?	50% Overall Positive Growth Mindset 25% When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time? 45% How much can you improve your behavior at school?
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to implement Tier 1 and Tier 2 PBIS system of support for all students. Students get hawk Hoorays when following the expectations. They turn these into the NEST (student store) once per month.	ALL STUDENTS	500 LCFF - Supplemental 4000-4999: Books And Supplies Rewards for PBIS store  LCFF - Supplemental 4000-4999: Books And Supplies
3.2	Student Leadership Team- develop clubs during recess and lunch for students to engage with each other.	Students in grades 4-6	300 LCFF - Supplemental 4000-4999: Books And Supplies
3.3	Monthly attendance challenges	ALL students	500 LCFF - Supplemental 4000-4999: Books And Supplies Funds for incentives
3.4	Continue monthly PBIS Meetings. Include student voice in meetings.	All Students	300 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Funds for classified employees to attend meetings.

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

Goal 3: Student Engagement  
Effective strategies to address chronic absenteeism that we continue to implement are regular parent meetings, phone calls and attendance follow up contacts. We have worked on incentivizing students and teachers with extra recess and

other monthly attendance challenges. Student engagement in on campus activities during recess and lunch were not implemented. We continue to find other ways for students to engage and take on different leadership roles in the future.

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

There were no funds allocated for recess and lunch activities. There were also no funds expended on student leadership this year. We will continue to look for activities in which are students can take part. Funds were used to support our PBIS incentives, monthly attendance challenges, and classified extra duty pay to attend monthly PBIS meetings.

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

We will survey students more frequently and engage in student input on activities that can increase student agency on our campus.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Family Engagement

This Goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

### Identified Need

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

Families indicate that good behavior is noticed. However, we can improve communication with our community to inform them about our positive intervention and supports we implement continuously. They also feel like their family is an important part of the school community but this can also be improved.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 LCAP FAMILY SURVEY QUESTION: Good behavior is noticed at my student's school.	86% of families responded favorably.	At least 90% of families will respond favorably.
2025 LCAP FAMILY SURVEY QUESTION: I feel like my family is an important part of the school community.	80% of families responded favorably	At least 90% of families will respond favorably.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	"Parent/Principal Chat" meetings with the principal (monthly) aligned to these two questions: PBIS/SEL etc.	ALL	100 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Invite teachers who are willing to present topics.
4.3	Parent workshops 1 per grade level to increase parent engagement.	ALL	300 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
4.4		ALL	

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

Our family connectedness survey data improved overall from the 23-24 school year. Families were provided with many school-based and PFO-supported opportunities to engage with the school. There were two close-out questions for which we will no longer receive data. They are: 71% of families feel that they are provided with opportunities to share in the decision-making process. 71% of families feel that the school rules and consequences are enforced equally for all students. We have chosen two other questions that we will measure moving forward. Principal chat opportunities were provided with monthly topics about SEL/PBIS and other social-emotional needs. These meetings were well attended and successful.

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

The funds for parent workshops were not expended. We used about \$100 for snacks for after school biliteracy family reading events.

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

We plan on conducting more surveys with parents during our principal chats. We have had good attendance, however, some parents have indicated interest in meeting after school instead of during the day. We will try holding principal chats at different times next year to accommodate this request.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Inclusivity and Diversity

This goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having a sense of belonging and value within our school community.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

### Identified Need

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

Families and particularly students indicate that they do not all feel a sense of belonging (48%) within our schools. There is a discrepancy in the responses between students and families in regards to their culture represented in the school and academic content taught.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 LCAP Student Connectedness Survey	68% of students like school	80% of students see their family's culture represented in the school and in their learning.
2025 LCAP Student/Family Connectedness Survey	64% of students see their family's culture represented in the school and in their learning 79% of families see their culture represented in the school and the academic content taught.	70% of students see their family's culture represented in the school and in their learning. 85% of families see their family's culture represented in the school and in the academic content taught.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Family cultural/ subgroup celebrations (3x/year) Hispanic Heritage Month, Holidays around the world, multicultural festival,	ALL STUDENTS	200 LCFF - Supplemental 4000-4999: Books And Supplies
5.2	Multicultural/biliteracy events such as monthly readings with families hosted by different grade levels.	ALL STUDENTS	150 LCFF - Supplemental 4000-4999: Books And Supplies

5.4	Welcoming signage posted around the school and the classrooms with positive affirmations and welcoming students to school.	ALL STUDENTS	100 LCFF - Supplemental 4000-4999: Books And Supplies

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

We invited individual families to do presentations in the classroom with Hispanic Heritage Month. We did not have our student leadership students engage in these activities.

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

We did not expend the funds portioned to the student leadership group. We also did not expend the funds for the celebrations.

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

It will be important that staff is explicit about sharing information about different ethnic groups and their impact on society. We will continue to work as a staff to organize these types of events and have parents help us with preparation.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$7,650.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$7,650.00

Subtotal of state or local funds included for this school: \$7,650.00

Total of federal, state, and/or local funds for this school: \$7,650.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Base		
LCFF - Supplemental	23,332	15,682.00
Title I Part A: Allocation		
None Specified		

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	7,650.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,600.00
2000-2999: Classified Personnel Salaries	300.00
4000-4999: Books And Supplies	1,750.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,600.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	300.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,750.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00
Goal 2	200.00
Goal 3	1,600.00
Goal 4	400.00
Goal 5	450.00



# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ernestina Aguilar	Principal
Carmen Silvestre	Classroom Teacher
Daniel Kurtz	Classroom Teacher
Cynthia Rodriguez	Classroom Teacher
Maggie Erickson	Other School Staff
Dinah Mahar	Parent or Community Member
Melinda Collins	Parent or Community Member
Brittney Follansbee	Parent or Community Member
Jennifer Begelfer	Parent or Community Member
Katrina Lopez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 June 2, 2025.

Attested:



Principal, Ernestina Aguilar on June 2, 2025



SSC Chairperson, Melinda Collins on June 2, 2025

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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