



## Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Diamante High School	54-72256-5430368		June 18, 2024

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 El Diamante High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities .....	5
Comprehensive Needs Assessment Components .....	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results .....	13
Student Population.....	16
Overall Performance .....	18
Academic Performance.....	20
Academic Engagement.....	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	35
Goal 3.....	38
Goal 4.....	40
Goal 5.....	42
Budget Summary .....	44
Budget Summary .....	44
Other Federal, State, and Local Funds .....	44
Budgeted Funds and Expenditures in this Plan.....	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source .....	45
Expenditures by Budget Reference .....	45
Expenditures by Budget Reference and Funding Source .....	45
Expenditures by Goal.....	46
School Site Council Membership .....	47
Recommendations and Assurances .....	48
Instructions.....	49
Appendix A: Plan Requirements .....	56

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....59  
Appendix C: Select State and Federal Programs .....62

# Plan Description

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

The El Diamante High School staff continue to work to improve student outcomes in accordance and in alignment with ESSA. Our supplemental funds provide greater course access, improved supports for at-risk populations, and professional learning aimed toward improve teacher efficacy.

## Educational Partner Involvement

How, when, and with whom did your El Diamante High 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

Our stakeholder involvement includes regular reviews of student achievement data, budget allocations, master schedule development, and new course offerings, all conducted in collaboration with our School Site Council (SSC). The SSC also engages with select Department Chairs and coaches of academic teams to determine the appropriate disbursement of Title I and LCAP funds. Discussions within the SSC focus on strategies to support struggling students, particularly in mathematics, and address the needs of academically at-risk subgroups, including English learners, students with special needs, poor readers, and those who are credit deficient. Each year, El Diamante's SSC evaluates the previous year's Single Plan for Student Achievement to assess its impact on student learning.

Additionally, community involvement is demonstrated through regular meetings of advisory groups associated with our CTE programs and Linked Learning Academies.

## Resource Inequities

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

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

Our Special Education students need increased support in completing their A-G requirements and reaching college and career readiness. More efforts need to be made in ensuring that Special Education students are placed in CTE pathways or Linked Learning Academies. Increased academic supports need to be provided to Special Education students.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

El Diamante High School needs to focus on improving the achievement gap in ELA and Math for significant subgroups, including English Language Learners, Special Education, and Socio-Economically Disadvantaged students.

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.

El Diamante needs to focus on English Language Learners and Special Education students. There is significant decreases of achievement for each of these subgroups. El Diamante needs to increase math achievement for all students.

## Other Needs

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

El Diamante should prioritize the analysis of common formative assessment data to guide interventions and support for struggling students. Furthermore, professional development for all staff should concentrate on implementing checks for understanding that are closely aligned with learning objectives.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level El Diamante High 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	0.39%	0.35%	0.26%	8	7	5
African American	1.69%	1.66%	1.08%	35	33	21
Asian	3.67%	3.98%	3.60%	76	79	70
Filipino	0.82%	0.81%	0.72%	17	16	14
Hispanic/Latino	66.12%	68.09%	70.03%	1370	1353	1360
Pacific Islander	0.24%	0.25%	0.36%	5	5	7
White	23.31%	20.43%	19.05%	483	406	370
Multiple/No Response	2.32%	3.02%	3.30%	48	60	64
<b>Total Enrollment</b>				2072	1987	1942

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	568	503	499
Grade 10	571	541	483
Grade 11	493	488	492
Grade 12	440	455	468
<b>Total Enrollment</b>	2,072	1,987	1,942

#### Conclusions based on this data:

1. El Diamante's student enrollment has declined between the 2021-2024.
2. Ethnic subgroup data has increased for Hispanic and Pacific Islander students and declined for white students.

# 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	167	157	140	6.60%	8.1%	7.2%
Fluent English Proficient (FEP)	373	365	363	19.20%	18.0%	18.7%
Reclassified Fluent English Proficient (RFEP)				6.5%		

### Conclusions based on this data:

1. Our English learner (EL) population decreased from the 2022-23 to the 2023-24 school year.
2. The percent of students has remained steady.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 11	445	458	443	438	451	428	437	451	427	98.4	98.5	96.6
All Grades	445	458	443	438	451	428	437	451	427	98.4	98.5	96.6

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 11	2646.	2631.	2628.	37.07	35.03	32.08	38.22	34.81	37.94	18.76	17.52	18.03	5.95	12.64	11.94
All Grades	N/A	N/A	N/A	37.07	35.03	32.08	38.22	34.81	37.94	18.76	17.52	18.03	5.95	12.64	11.94

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 11	35.01	33.56	30.68	56.98	56.00	56.44	8.01	10.44	12.88
All Grades	35.01	33.56	30.68	56.98	56.00	56.44	8.01	10.44	12.88

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 11	40.05	38.22	39.11	51.03	48.67	48.01	8.92	13.11	12.88
All Grades	40.05	38.22	39.11	51.03	48.67	48.01	8.92	13.11	12.88

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 11	18.76	18.00	20.14	73.23	75.33	71.19	8.01	6.67	8.67
All Grades	18.76	18.00	20.14	73.23	75.33	71.19	8.01	6.67	8.67

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 11	29.52	32.15	26.00	65.22	60.31	63.93	5.26	7.54	10.07
All Grades	29.52	32.15	26.00	65.22	60.31	63.93	5.26	7.54	10.07

**Conclusions based on this data:**

1. Over the course of the past three years, 69% and above of EDHS students met and/or exceed standards on the ELA standards; however, there is a large gap for students with disabilities and English learners meeting the standards.
2. ELA CAASPP data remains steady with subtle increases and decreases over the course of the past three years.
3. 43.48% of English Learners did not meet standard, while 58.82% of students with disabilities did not meet standard. Students with disabilities struggle most with the writing standards in ELA, followed by reading standards.

# 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
<b>Grade 11</b>	445	456	433	438	447	419	438	447	419	98.4	98.0	96.8
<b>All Grades</b>	445	456	433	438	447	419	438	447	419	98.4	98.0	96.8

\* 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
<b>Grade 11</b>	2547.	2544.	2540.	8.45	8.05	7.16	11.64	14.09	15.75	31.51	28.19	26.49	48.40	49.66	50.60
<b>All Grades</b>	N/A	N/A	N/A	8.45	8.05	7.16	11.64	14.09	15.75	31.51	28.19	26.49	48.40	49.66	50.60

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	9.59	8.05	8.59	66.21	66.67	64.92	24.20	25.28	26.49
<b>All Grades</b>	9.59	8.05	8.59	66.21	66.67	64.92	24.20	25.28	26.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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
<b>Grade 11</b>	8.45	9.62	6.68	70.78	64.88	63.01	20.78	25.50	30.31
<b>All Grades</b>	8.45	9.62	6.68	70.78	64.88	63.01	20.78	25.50	30.31

**Conclusions based on this data:**

1. There are low number of students exceeding standard is under 10% for the past three years.
2. Students meeting standard has increased by almost 4% in the past three years.
3. Percent of students nearly meeting standard has decreased.

# 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
9	1561.0	1556.0	1556.4	1559.5	1559.7	1564.9	1562.0	1551.8	1547.4	47	44	32
10	1575.0	1583.6	1591.2	1570.4	1595.7	1609.9	1579.2	1571.1	1571.9	38	44	33
11	1584.3	1559.0	1615.6	1581.1	1555.3	1630.4	1587.0	1562.1	1600.4	31	24	28
12	1579.7	1547.8	1585.5	1588.5	1552.0	1592.4	1570.2	1543.3	1578.4	23	25	24
All Grades										139	137	117

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
9	14.89	20.45	6.25	53.19	40.91	62.50	23.40	22.73	21.88	8.51	15.91	9.38	47	44	32
10	21.05	36.36	37.50	47.37	34.09	40.63	31.58	20.45	15.63	0.00	9.09	6.25	38	44	32
11	22.58	16.67	42.86	45.16	50.00	39.29	29.03	20.83	7.14	3.23	12.50	10.71	31	24	28
12	26.09	16.00	37.50	52.17	28.00	29.17	17.39	32.00	16.67	4.35	24.00	16.67	23	25	24
All Grades	20.14	24.09	30.17	49.64	37.96	43.97	25.90	23.36	15.52	4.32	14.60	10.34	139	137	116

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
9	29.79	43.18	28.13	46.81	31.82	56.25	21.28	15.91	9.38	2.13	9.09	6.25	47	44	32
10	28.95	50.00	62.50	57.89	31.82	21.88	10.53	9.09	6.25	2.63	9.09	9.38	38	44	32
11	32.26	33.33	60.71	54.84	37.50	28.57	9.68	20.83	3.57	3.23	8.33	7.14	31	24	28
12	47.83	24.00	54.17	43.48	32.00	20.83	8.70	40.00	16.67	0.00	4.00	8.33	23	25	24
All Grades	33.09	40.15	50.86	51.08	32.85	32.76	13.67	18.98	8.62	2.16	8.03	7.76	139	137	116

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
9	8.51	11.36	0.00	29.79	25.00	18.75	40.43	40.91	59.38	21.28	22.73	21.88	47	44	32
10	7.89	15.91	12.50	36.84	22.73	37.50	50.00	40.91	34.38	5.26	20.45	15.63	38	44	32
11	6.45	0.00	28.57	38.71	37.50	28.57	54.84	37.50	28.57	0.00	25.00	14.29	31	24	28
12	8.70	12.00	16.67	26.09	16.00	29.17	47.83	32.00	37.50	17.39	40.00	16.67	23	25	24
All Grades	7.91	10.95	13.79	33.09	24.82	28.45	47.48	38.69	40.52	11.51	25.55	17.24	139	137	116

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
9	8.51	6.82	3.13	82.98	79.55	81.25	8.51	13.64	15.63	47	44	32
10	7.89	20.45	18.75	86.84	65.91	71.88	5.26	13.64	9.38	38	44	32
11	12.90	4.17	14.29	70.97	70.83	67.86	16.13	25.00	17.86	31	24	28
12	8.70	0.00	4.17	86.96	44.00	79.17	4.35	56.00	16.67	23	25	24
All Grades	9.35	9.49	10.34	82.01	67.15	75.00	8.63	23.36	14.66	139	137	116

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
9	76.60	79.55	81.25	21.28	11.36	15.63	2.13	9.09	3.13	47	44	32
10	75.68	93.02	81.25	21.62	2.33	15.63	2.70	4.65	3.13	37	43	32
11	90.32	79.17	85.71	6.45	12.50	7.14	3.23	8.33	7.14	31	24	28
12	86.96	88.00	79.17	13.04	12.00	12.50	0.00	0.00	8.33	23	25	24
All Grades	81.16	85.29	81.90	16.67	8.82	12.93	2.17	5.88	5.17	138	136	116

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
9	17.02	15.91	3.13	48.94	54.55	71.88	34.04	29.55	25.00	47	44	32
10	13.16	27.27	21.88	71.05	45.45	53.13	15.79	27.27	25.00	38	44	32
11	9.68	4.17	28.57	64.52	58.33	50.00	25.81	37.50	21.43	31	24	28
12	8.70	12.00	20.83	56.52	32.00	50.00	34.78	56.00	29.17	23	25	24
All Grades	12.95	16.79	18.10	59.71	48.18	56.90	27.34	35.04	25.00	139	137	116

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
<b>9</b>	4.26	2.27	0.00	82.98	77.27	90.63	12.77	20.45	9.38	47	44	32
<b>10</b>	2.63	2.27	9.38	97.37	90.91	78.13	0.00	6.82	12.50	38	44	32
<b>11</b>	22.58	16.67	28.57	77.42	66.67	67.86	0.00	16.67	3.57	31	24	28
<b>12</b>	21.74	4.00	12.50	65.22	64.00	66.67	13.04	32.00	20.83	23	25	24
<b>All Grades</b>	10.79	5.11	12.07	82.73	77.37	76.72	6.47	17.52	11.21	139	137	116

**Conclusions based on this data:**

1. The number of ELL students has increased over the span of three years
2. There has been an increase in the number of students who have reclassified in the span of two years.
3. In the 2024-25 school year, EDHS had the highest percentage of students who reclassified in VUSD.

# 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
1,942	57.8%	7.2%	0.4%
Total Number of Students enrolled in El Diamante High 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	140	7.2%
Foster Youth	8	0.4%
Homeless	35	1.8%
Socioeconomically Disadvantaged	1,122	57.8%
Students with Disabilities	264	13.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	1.1%
American Indian	5	0.3%
Asian	70	3.6%
Filipino	14	0.7%
Hispanic	1,360	70%
Two or More Races	64	3.3%
Pacific Islander	7	0.4%
White	370	19.1%

### Conclusions based on this data:

- 57.8% of students are socially-economically disadvantaged.

- 
2. Nearly 14% of students have disabilities.

# School and Student Performance Data

## Overall Performance

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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Green

#### Academic Engagement

##### Graduation Rate



Blue

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Orange

##### English Learner Progress



Green

##### College/Career



Yellow

**Conclusions based on this data:**

1. Mathematics continues to be our academic area of need.
2. English Learner Progress has improved from the previous year.
3. Suspensions continue to be in decline.

# School and Student Performance Data

## Academic Performance English Language Arts

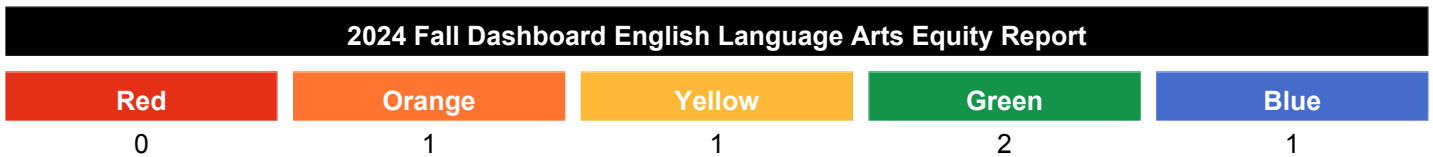
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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>Green</p> <p>47.0 points above standard</p> <p>Declined 5.1 points</p> <p>418 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>20.5 points below standard</p> <p>Increased 32.3 points</p> <p>49 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>34.3 points below standard</p> <p>Increased 4.8 points</p> <p>27 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>35.6 points above standard</p> <p>Maintained 2.7 points</p> <p>229 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>98.3 points below standard</p> <p>Increased 3.7 points</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>72.1 points above standard</p> <p>Increased 15.2 points</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>34.5 points above standard</p> <p>Declined 7.6 points</p> <p>294 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>41.4 points above standard</p> <p>Increased 26.5 points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>88.6 points above standard</p> <p>Increased 4.0 points</p> <p>82 Students</p>

**Conclusions based on this data:**

1. English Learners increased by 20.5 points
2. All students declined by 5.7 points.
3. All students declines by 6.1 %

# School and Student Performance Data

## Academic Performance Mathematics

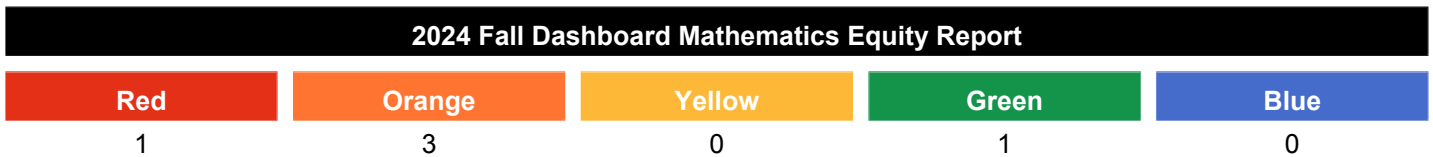
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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>Orange</p> <p>85.6 points below standard</p> <p>Declined 3.9 points</p> <p>408 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>152.3 points below standard</p> <p>Increased 6.7 points</p> <p>47 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>180.7 points below standard</p> <p>Declined 29.2 points</p> <p>26 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 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>99.2 points below standard</p> <p>Maintained 1.6 points</p> <p>221 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>215.9 points below standard</p> <p>Declined 17.0 points</p> <p>56 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>39.2 points below standard</p> <p>Declined 18.7 points</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>105.6 points below standard</p> <p>Declined 12.6 points</p> <p>286 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>42.3 points below standard</p> <p>Increased 78.0 points</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>33.0 points below standard</p> <p>Increased 15.0 points</p> <p>81 Students</p>

**Conclusions based on this data:**

1. All students declined by 3.9 points, and long-term English Language Learners by 29.2 points.
2. Hispanics declined by 12.6 points, and students with disabilities declined by 17 points.
3. Socially Economically disadvantaged students stayed the same, while white students increased by 15 points.

# 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.

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

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

This section 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>  Green 49.6% making progress. Number Students: 113 Students	<b>Long-Term English Learner Progress</b>  Green 51% making progress. Number Students: 100 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 17.7%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 31.9%	<b>Maintained ELPI Level 4</b> 9.7%	<b>Progressed At Least One ELPI Level</b> 39.8%

### Conclusions based on this data:

1. 46.3% of our English Language Learners are making progress towards English Language Proficiency.
2. 31 English Learners decreased English Language Learner proficiency.

# School and Student Performance Data

## Academic Performance College/Career Report

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.

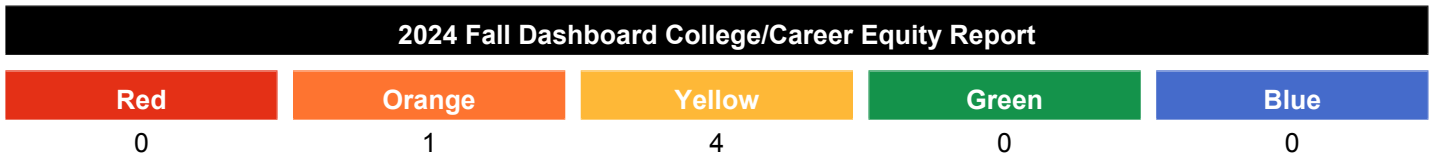
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>55.8 Prepared</p> <p>Declined 2.4</p> <p>448 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>25.7 Prepared</p> <p>Increased 8.6</p> <p>35 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>28.6 Prepared</p> <p>Increased 13.4</p> <p>28 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>52.6 Prepared</p> <p>Increased 16.9</p> <p>19 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>50.3 Prepared</p> <p>Maintained 1</p> <p>318 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>14.3 Prepared</p> <p>Maintained 0.3</p> <p>56 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 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>64.7 Prepared</p> <p>Declined 3.7</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>53.8 Prepared</p> <p>Maintained 0.3</p> <p>290 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>61.5 Prepared</p> <p>Declined 11.2</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>62.7 Prepared</p> <p>Declined 6.5</p> <p>110 Students</p>

**Conclusions based on this data:**

1. 69.2 prepared of students are College/Career Ready.
2. 54.1% of Hispanic students are College/Career Ready.

# 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.

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

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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

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		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

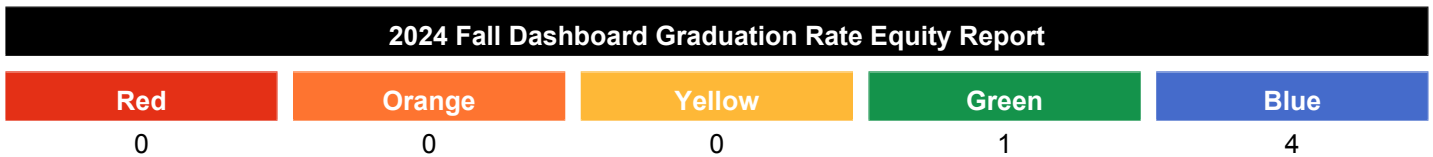
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>97.6% graduated</p> <p>Increased 1.5%</p> <p>449 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>100% graduated</p> <p>Increased 9.5%</p> <p>35 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>100% graduated</p> <p>Increased 5.9%</p> <p>28 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>100% graduated</p> <p>Increased 6.7%</p> <p>19 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>97.5% graduated</p> <p>Increased 1.1%</p> <p>318 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>87.7% graduated</p> <p>Increased 6.3%</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 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>94.1% graduated</p> <p>Declined 5.9%</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>97.6% graduated</p> <p>Increased 2%</p> <p>291 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>92.3% graduated</p> <p>Declined 7.7%</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>98.2% graduated</p> <p>Increased 2%</p> <p>110 Students</p>

**Conclusions based on this data:**

1. El Diamante students overall have a high graduation rate.
2. Students with disabilities have a 81.4% rate of graduation.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

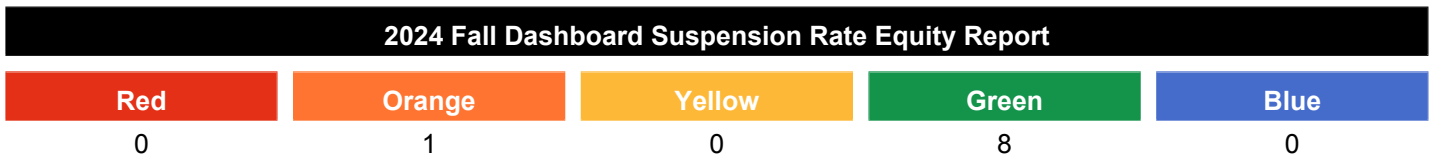
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>2.3% suspended at least one day</p> <p>Declined 1.7%</p> <p>2054 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>4.4% suspended at least one day</p> <p>Declined 3.6%</p> <p>181 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Green</p> <p>4.4% suspended at least one day</p> <p>Declined 4.1%</p> <p>159 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>5.6% suspended at least one day</p> <p>Declined 22.4%</p> <p>18 Students</p>	<p><b>Homeless</b></p> <p> Orange</p> <p>11.8% suspended at least one day</p> <p>Declined 5.9%</p> <p>51 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>3% suspended at least one day</p> <p>Declined 2.7%</p> <p>1250 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>4.3% suspended at least one day</p> <p>Declined 3.4%</p> <p>276 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>Declined 7%</p> <p>26 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined 1.1%</p> <p>76 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 1.9%</p> <p>1442 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 2.2%</p> <p>100 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 0.8%</p> <p>382 Students</p>

**Conclusions based on this data:**

1. Foster Youth and Homeless students have the highest suspension rate.
2. The suspension rate dropped from the previous year.

# 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.

#### Increase Student Achievement

All students will increase proficiency by 5% on the ELA and math SBAC assessment. The D and F rate for each subject area will decrease by 2%

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

LCAP goal to which this school goal is aligned.

All students will advance towards proficiency in every subject at each grade level, achieved through the implementation of innovative methods, collaboration, continuous staff development, and the effective integration of technology.

### 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.

Focus on improving the achievement gap in ELA and Math for significant subgroups, including English Learners (EL), Special Education (SPED), and Socio-Economically Disadvantaged (SED) student

### 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
CAASP Dashboard-ELA	32.08% exceeded the standard 37.94% met standard 18.03% nearly met the standard 11.94% did not meet the standard	-increase by 5% who meet standard -decrease by 5% who nearly meet standard
CAASP Dashboard-MATH	7.16% exceeded the standard 15.75% met standard 26.49% nearly met the standard 50.60% did not meet the standard	-increase by 5% who meet standard -decrease by 5% who nearly meet standard
Dashboard: College and Career	55.8 % prepared	-increase the number of students who college and career prepared by 5%
Dashboard: EL Learner Progress	49.6% making progress	-increase EL Learner progress by 5%
English Learner Reclassification Rate	27% Reclassification Rate	-increase the rate by 5%
Dashboard: CAASPP-Science	30.70% of students met or exceeded standard	-increase the rate by 5%
Percent graduating CTE pathways and A-G	65% of students met A-G requirements	-increase rate by 2%

## 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	Metric	Proposed Expenditures
1.1	Professional development outside of the school day or during breaks will focus on the VUSD Tier 1 Classroom Expectations, specifically the strategies of frequent checks for understanding and differentiation. Paid time during the summer and school year for teachers to create and update lesson plans, develop student interventions, and apply Universal Design for Learning (UDL) principles to lessons, and participate in professional learning experiences.	English Language Learners and Struggling Learners	-grade data for SED, EL, and SSIP students -assessment data including ELPAC and CAASPP	10,000 Title I Teacher Hourly - 11000
1.2	Ensure lesson plans reflect high standards for student engagement, critical thinking, and depth of understanding. Incorporate immediate opportunities for relearning and re-teaching based on student assessments. Monitor classroom environments for consistency in implementing Tier 1 expectations. Funds for sub coverage for teachers to develop interventions and enrichment opportunities for their students.	All students	-grade data -assessment data including ELPAC and CAASPP	15,000 Title I Substitutes - 11002
1.3	Supplement base technology to equip teachers with advanced tools for analyzing student data. This enhancement will enable regular checks for understanding and facilitate the integration of differentiation strategies into lesson plans. Additionally, funds will be allocated for technology such as Apple TVs, applications such as EdPuzzle, Swank, Gimkit, We Will Write, and devices that increase student engagement, enhance curriculum accessibility, and support instructional and curricular accommodations.	All students	-grade data -assessment data, including ELPAC and CAASPP -CCR data	20,000 Title I Entry Fees/Consultants - 58000
1.4	Off-site printing support that allows students to access standards in rigorous curricula. Funds for off-site printing to provide teachers with the ability to make copies of templates, scaffolds, and other student resources	All students	-grade data for SED, EL, and SSIP students -assessment data including ELPAC and CAASPP	30,000 LCAP Printing - 57101
1.5	Materials and supplies to increase hands-on learning for science, math, ELD, and special education classes.	-All students	-grade data	20,000 LCAP

	Increased funds for science, math, and special education classes to increase student learning, provide specimens, materials, and supplies for hands-on learning and other innovative projects		-assessment data, including ELPAC and CAASPP -CCR data	Materials & Supplies - 43000
--	---	--	---	------------------------------

# 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.

Providing English Learners, students with disabilities, and struggling students with a high-quality, standards-based curriculum. Educators will implement strategies, scaffolds, and differentiated instruction to meet the diverse learning needs of their students

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

The school site is committed to closing the achievement gap by providing opportunities for teachers to collaborate on creating high-quality lessons that have frequent checks for understanding. More money will be provided to teachers to create and access.

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.

The major changes in this goal is targeted and focused intervention provided to students. These changes are found under goal 1 in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

**Provide students with academic, behavioral, and social emotional interventions to support achievement.**

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

LCAP goal to which this school goal is aligned.

All students will be actively engaged and prepared for learning daily, achieved through providing equitable access to academic, behavioral, and social-emotional support

### 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.

Chronic absenteeism and daily attendance rate indicates that students need increased support,

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Dashboard	11.2 days is the average for student absence.	Decrease the average days absent by 2 days
Chronic Absenteeism Rates	16.4% is the rate of chronic absenteeism	Decrease the rate by 2%
Dashboard: Suspension Rate	3.1%	Decrease the rate to 1%
Expulsion Rate	.2%	Maintain expulsion rate
Graduation Rate	97.6%	Increase by 2%

### 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	Metric	Proposed Expenditures
2.1	Provide professional learning opportunities for staff to analyze student data, collaborate on interventions and enrichment strategies, and revise school policies and procedures to support student success. Funds for meeting materials and refreshments for staff meetings, MTSS meetings, student celebrations/ recognition, and professional development meetings are	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Power School Incidents (State Reported and Local Use Codes) & Suspension Rate -Decrease suspensions for African American students by offering more supports	5,500 LCAP Materials & Supplies - 43000  4,500 LCAP Entry Fees/Consultants - 58000

	needed to build school climate and culture.			
<b>2.2</b>	Struggling students will receive one-on-one and small group interventions during the school day, ensuring targeted support to help them overcome challenges and progress in their learning. Funds for an FTE to run 5 periods of intervention classes for struggling learners.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Attendance rate, absenteeism rate, graduation rate, and student engagement data -Decrease suspensions for African American students by offering more support.	102,840 Title I Contracted Certificated S & B -1000
<b>2.3</b>	After-school intervention classes are designed to support struggling students. These classes will focus on helping students recover lost credits, improve their grades, and meet the necessary A-G requirements for graduation. Through targeted instruction, personalized support, and additional learning resources, students can regain academic momentum and stay on track for graduation, with funds for teacher salaries for after-school classes.	Socioeconomically Disadvantaged Leadership students	Attendance rate, absenteeism rate, graduation rate, and student engagement data	20,000 Title I Teacher Hourly - 11000
<b>2.4</b>	Social-emotional learning (SEL) and Diversity, Equity, & Inclusion (DEI) will be integrated into Homerooms and student groups led by counselors, social workers, or support staff. These sessions will equip students with the skills to enhance emotional intelligence, promote inclusivity, and create a respectful school community. Funds for food and incentives for students who participate in Homeroom activities and in groups. Funds for incentives for students who participate in groups and show academic and social growth. Funds for school events that promote Diversity, Equity, & Inclusion.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Attendance rate, absenteeism rate, graduation rate, and student engagement data	4,163 LCAP Materials & Supplies - 43000
<b>2.5</b>	Provide underrepresented AVID, ELD, and SPED students with enriching field trip opportunities that connect to their academic and career goals, such as college visits and career-related excursions. Funds for college tours, industry tours, food, transportation, and other costs.	Socioeconomically Disadvantaged English Learners Special Education	Attendance rate, absenteeism rate, graduation rate, and student engagement data	20,000 Title I Entry Fees/Consultants - 58000  8,000 Title I Transportation - 57103
<b>2.6</b>	Tardy policies, hall pass protocols, and cell phone rules will be consistently enforced to create a positive and safe learning environment. Clear behavior expectations will be set, and additional support will be offered to students who need help. This approach keeps students engaged and minimizes	Socioeconomically Disadvantaged English Learners Special Education	Attendance rate, absenteeism rate, graduation rate, and student engagement data	10,000 LCAP Materials & Supplies - 43000

	<p>disruptions while ensuring classroom safety. Funds for materials and supplies are needed for the implementation of policies and interventions, as well as food for students during lunch and after-school interventions.</p>			
--	---	--	--	--

# 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.

Providing systematic and reliable services to students will support and connect to students to school.

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

Expenditures will allow students to feel safe and supported. Funds for student recognition and celebration will increase student engagement and connectivity.

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.

Changes that will be made to this goal will be based on student engagement data.

# 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.

#### Educational Partner Communication

Feedback from parents and students should be better utilized to advance inclusion by: a. Increasing two-way communication with parent groups. b. Employing Miner Senate to better hear and respond to student concerns.

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

LCAP goal to which this school goal is aligned.

Our community and families will actively support students and schools through empowerment, effective two-way communication and collaboration.

### 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.

-Parent participation data at school events and activities.

### 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
Parent Input in decision making: Parent Survey		

### 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	Metric	Proposed Expenditures
3.1	The EDHS Weekly and Community Update newsletter encourages two-way communication by inviting staff and students to share success stories and event updates. It offers interactive feedback opportunities and promotes ongoing dialogue, highlighting achievements and relevant school news. Purchase SMORE - a newsletter builder for educators.	Students, families, and school community	-student engagement data -parent and student surveys	1,400 Title I - Parent Involvement Entry Fees/Consultants - 58000
3.2	Facilitate small group discussions with students, parents, and teachers for input on school culture and climate, ensuring diverse representation, and	Students, families, and school community	-student engagement data -parent and student surveys	5000 LCAP Classified Hourly - 29000

	create anonymous surveys to gather feedback on inclusivity, respect, and overall climate to identify areas for improvement. Funds for a 5-Star system to track student involvement in school activities and events using web, mobile, and barcode scanning technology. Assign point values and incentives to encourage participation, identify uninvolved students, and engage them on campus. Manage programs to recognize involvement, monitor progress, and publish results online. Funds for an admin assistant to manage the 5-Star system.			4000 Title I - Parent Involvement Entry Fees/Consultants - 58000
3.3	Provide the EDHS school community with updated information on the school website, Homeroom slides, and marquee while offering opportunities for parent feedback through digital platforms. Allocate funds for an administrative assistant to manage the posting of information and parent feedback collection.	Students, families, and school community	-student engagement data -parent and student surveys	5000 LCAP Classified Hourly - 29000  1,437 Title I - Parent Involvement Entry Fees/Consultants - 58000

## 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.

Parent feedback will guide an support student achievement.

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

Without the budgeted expenditures, communication systems would not be purchased.

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.

The communication frequency may change based on parent feedback.

# 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.

#### Enhance Opportunities for Advanced Academic Achievement

Provide increased access to advanced learning opportunities, including honors, AP, dual enrollment, and enrichment programs, by using advanced learning funds to support student participation, instructional resources, and professional development—ensuring equitable access and improved academic outcomes for all high-achieving and advanced learners.

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

LCAP goal to which this school goal is aligned.

### 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.

### 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

### 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	Metric	Proposed Expenditures
4.1	Provide targeted funding to enhance student achievement through support for academic competition teams, field trips for competition and advanced learning opportunities, the acquisition of equipment for Advanced Placement (AP) classes, and the purchase of materials and supplies that support rigorous academic experiences for students.	All advanced learning students	AP scores, academic data	18,360 Adv. Learning Materials & Supplies - 43000

## 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.

Increase in enrollment in student academic competition teams and advanced placement classes.

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 have an advanced placement goal in the previous years.

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 did not make changes to this goal.

# 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.

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

LCAP goal to which this school goal is aligned.

### 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.

### 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

### 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	Metric	Proposed Expenditures

## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Title I Funds	\$195,840
Total Parent Involvement Funds	\$6,837
Total Supplemental and Concentration Funds	\$84,163
Total Adv. Learning Funds	\$18,360
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$195,840.00
Title I - Parent Involvement	\$6,837.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$202,677.00**

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

State or Local Programs	Allocation (\$)
Adv. Learning	\$18,360.00
LCAP	\$84,163.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: **\$102,523.00**

Total of federal, state, and/or local funds for this school: **\$305,200.00**

# 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
LCAP	84,163	0.00
Title I	195,840	0.00
Title I - Parent Involvement	6,837	0.00
Adv. Learning	18,360	0.00

## Expenditures by Funding Source

Funding Source	Amount
Adv. Learning	18,360.00
LCAP	84,163.00
Title I	195,840.00
Title I - Parent Involvement	6,837.00

## Expenditures by Budget Reference

Budget Reference	Amount
Classified Hourly - 29000	10,000.00
Contracted Certificated S & B -1000	102,840.00
Entry Fees/Consultants - 58000	51,337.00
Materials & Supplies - 43000	58,023.00
Printing - 57101	30,000.00
Substitutes - 11002	15,000.00
Teacher Hourly - 11000	30,000.00
Transportation - 57103	8,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Materials & Supplies - 43000	Adv. Learning	18,360.00
Classified Hourly - 29000	LCAP	10,000.00
Entry Fees/Consultants - 58000	LCAP	4,500.00

Materials & Supplies - 43000	LCAP	39,663.00
Printing - 57101	LCAP	30,000.00
Contracted Certificated S & B -1000	Title I	102,840.00
Entry Fees/Consultants - 58000	Title I	40,000.00
Substitutes - 11002	Title I	15,000.00
Teacher Hourly - 11000	Title I	30,000.00
Transportation - 57103	Title I	8,000.00
Entry Fees/Consultants - 58000	Title I - Parent Involvement	6,837.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,000.00
Goal 2	175,003.00
Goal 3	16,837.00
Goal 4	18,360.00

# 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
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Shannon Maskal	Parent or Community Member
Grace Yates	Secondary Student
Diego Medina Gutierrez	Secondary Student
Fernanda Romo	Secondary Student
Nelson, Kim	Principal
Aimee Veldhuizen	Parent or Community Member
Nic Hawkings	Classroom Teacher
Lisa Anderson	Parent or Community Member
Nancy Nauman	Other School Staff
Nancy Cervantes	Other School Staff

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**

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 May 13, 2024.

Attested:



Principal, Kim Nelson on 4/1/25



SSC Chairperson, Shannon Maskal on 4/1/25

# 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/>

Updated by the California Department of Education, October 2023