School Year: **2025-26**

Educational Options:

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heartland High, Independent Studies , Strive Academy	10624301036607; 10624301030758; 10624300142141	May 21, 2025	June 24, 2025

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

This plan is being used by Heartland High, Independent Studies , Strive Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement to ensure that all students succeed in reaching academic standards. Heartland High, Selma Independent, and Strive Academy have Title I Schoolwide Programs.

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

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Plan Description

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

This plan is being used by Heartland High, Independent Studies , Strive Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement to ensure that all students succeed in reaching academic standards. Heartland High, Selma Independent, and Strive Academy have Title I Schoolwide Programs.

The Single Plan for Student Achievement meets ESSA requirements and is in alignment with the Selma Unified Local Control and Accountability Plan (LCAP). This plan also details the goals, strategies and the use of the state indicators for accountability purposes.

Educational Partner Involvement

How, when, and with whom did Heartland High, Independent Studies , Strive Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

October 2, 2024	School Site Council District	School Site Council Training
January 1, 2025.	School Site Council	SSC Meeting
March 26, 2025.	School Site Council	SSC Meeting
May 14, 2025.	School Site Council	SSC Meeting
May 21, 2025	School Site Council	SSC Meeting

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.

Not applicable

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.

Heartland Continuation:
1) Suspensions Rate: There was an 2.2% increase in suspensions and 13.7% suspended at least one day (based on total enrollment of 161 students).
2) College/Career (CCI): 6.1% of high school graduates were placed in the "Prepared" level on the College/Career Indicator
Selma Independent:
1) Academic Performance: ELA 105.5 points below standard, maintained; Math 231.7 points below standard, declined 29.5 points
2) Graduation Rate: 54.3% graduated; decline of 4%
3) College/Career (CCI): 11.4% of high school graduates were placed in the "Prepared" level;

Strive Academy: Fewer than 11 students - data not displayed for privacy

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.

Heartland Continuation:
When referring to the California School Dashboard (Dashboard), there was no state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Selma Independent
When referring to the California School Dashboard (Dashboard), there was no state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Strive Academy: Fewer than 11 students - data not displayed for privacy

Other Needs

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

This year the district implemented the Interim Inspect Assessments (fall and spring). The Inspect Assessments are aligned with the SBAC and are built to assess students proficiency on Claims and Targets. The focus this year was to look for growth by comparing students' average percent of correctly answered questions. The following data compares the fall and spring assessments:
Heartland High:
1) ELA 11th Grade: growth of 2.2%
2) Math 11th Grade: growth of 9.2%
Selma Independent:
1) ELA results: 7th = 18.5% growth; 8th = -8.4% decline; 9th = 6.5% growth; 10th = -12.3% decline; 11th = .8% growth. Summary: Seventh (7th) grade students had the highest growth when comparing 7 - 11th grade scores.
2) Math results: 7th = 2.7% growth; 8th = 4.8% growth; 9th = 16.7% growth; 10th = 5.2% growth; 11th = 6.7% growth. Summary: Each grade showed growth when comparing fall and spring assessments, 9th grade had the highest growth (+16.7%) compared to the other grade levels.
Strive Academy:
1) ELA Results: 7th = 11.5% growth; 8th = -0.9% decline; 9th = -62%; 10th = no 10th graders enrolled; 11th = +0.3%/. Summary: Seventh (7th) grade had the highest growth of 11.5%
2) Math Results: 7th = 10.4% growth; 8th = 15.4% growth; 10th and 11th = no test scores. Summary: Eighth grade students had the highest growth of 15.4%.

**Results may not reflect same students as programs are fluid and students may not be enrolled for the full year.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	96.77%	98.92%	%	60	92	
Pacific Islander	0%	1.08%	%	0	1	
White	3.23%	%	%	2		
Two or More Races	0%	%	%	0		
Not Reported	0%	%	%	0		
			Total Enrollment	62	93	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 11	10	23	
Grade 12	52	70	
Total Enrollment	62	93	

Conclusions based on this data:

1. The demographic data demonstrates that the majority of the students served at the Heartland Educational Center are Hispanic and the grades mostly served are Junior and Senior year students.
2. See the Selma Independent attached data.
3. See the Strive Academy attached data.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	20	31	42	22.6%	33.3%	40.0%
Fluent English Proficient (FEP)	20	27	24	32.2%	29.0%	22.9%
Reclassified Fluent English Proficient (RFEP)	20			58.8%		

Conclusions based on this data:

1. The number of English Learners has increased from 2020 to 2023 by 9.6% while the number of Reclassified Fluent English Proficient Students has decreased by 16.2%.
2. The number of Fluent English Proficient students has declined by 6.9%.
3. See the Selma Independent attached data. See the Strive Academy attached data.

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	32	28	54	31	27	53	31	27	53	96.9	96.4	98.1
All Grades	32	28	54	31	27	53	31	27	53	96.9	96.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2497.	2495.	2450.	3.23	0.00	0.00	9.68	14.81	9.43	45.16	48.15	18.87	41.94	37.04	71.70
All Grades	N/A	N/A	N/A	3.23	0.00	0.00	9.68	14.81	9.43	45.16	48.15	18.87	41.94	37.04	71.70

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	3.45	*	1.89	48.28	*	49.06	48.28	*	49.06
All Grades	3.45	*	1.89	48.28	*	49.06	48.28	*	49.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3							*		
Grade 4							*		
Grade 5							*		
Grade 6							*		
Grade 7							*		
Grade 8							*		
Grade 11	6.67	*	0.00	53.33	*	16.98	40.00	*	83.02
All Grades	6.67	*	0.00	53.33	*	16.98	40.00	*	83.02

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	3.33	*	3.77	73.33	*	64.15	23.33	*	32.08
All Grades	3.33	*	3.77	73.33	*	64.15	23.33	*	32.08

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	3.33	*	1.89	60.00	*	50.94	36.67	*	47.17
All Grades	3.33	*	1.89	60.00	*	50.94	36.67	*	47.17

Conclusions based on this data:

1. The number of students exceeding and meeting standard declined by 1.9% from the 21-22 school year to the 22-23 school year. No students exceeded standards for ELA during the 22-23 or 23-24 school year.
2. It should also be noted that there is a high rate of students exiting and entering the school throughout the school year, making the student population highly unstable. Therefore the school has students testing that received the bulk of their instruction at the comprehensive site and the students who received instruction from the Heartland staff in the fall semester and return to the comprehensive site and test there. This impacts the school's ability to use this data to evaluate the services and instruction provided by the school.
3. See the Selma Independent attached data. See the Strive Academy attached data.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32	28	54	29	27	53	29	27	53	90.6	96.4	98.1
All Grades	32	28	54	29	27	53	29	27	53	90.6	96.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2431.	2428.	2404.	0.00	0.00	0.00	0.00	0.00	0.00	10.34	0.00	5.66	89.66	100.0	94.34
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	10.34	0.00	5.66	89.66	100.0	94.34

Concepts & Procedures Applying mathematical concepts and procedures									
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	*	*	0.00	*	*	7.55	*	*	92.45
All Grades	*	*	0.00	*	*	7.55	*	*	92.45

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
Grade 3							*		
Grade 4							*		
Grade 5							*		
Grade 6							*		
Grade 7							*		
Grade 8							*		
Grade 11	*	*	0.00	*	*	39.62	*	*	60.38
All Grades	*	*	0.00	*	*	39.62	*	*	60.38

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
Grade 3							*		
Grade 4							*		
Grade 5							*		
Grade 6							*		
Grade 7							*		
Grade 8							*		
Grade 11	*	*	0.00	*	*	43.40	*	*	56.60
All Grades	*	*	0.00	*	*	43.40	*	*	56.60

Conclusions based on this data:

1. No students met or exceeded standards for the 21-22, 22-23, or 23-24 school year. Math professional development and instruction should be a focus for Heartland.
2. See the Selma Independent attached data.
3. See the Strive Academy attached data.

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) web page or the 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
10	*	*		*	*		*	*		*	*	
11	*	*	1516.6	*	*	1515.6	*	*	1517.3	7	8	14
12	*	*	1509.3	*	*	1502.3	*	*	1515.9	6	9	23
All Grades										14	19	37

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
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	0.00	*	*	14.29	*	*	50.00	*	*	35.71	*	*	14
12	*	*	0.00	*	*	26.09	*	*	21.74	*	*	52.17	*	*	23
All Grades	21.43	15.79	0.00	21.43	42.11	21.62	35.71	15.79	32.43	21.43	26.32	45.95	14	19	37

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
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	14.29	*	*	28.57	*	*	50.00	*	*	7.14	*	*	14
12	*	*	13.04	*	*	26.09	*	*	26.09	*	*	34.78	*	*	23
All Grades	42.86	26.32	13.51	28.57	42.11	27.03	14.29	26.32	35.14	14.29	5.26	24.32	14	19	37

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
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	0.00	*	*	0.00	*	*	35.71	*	*	64.29	*	*	14
12	*	*	0.00	*	*	8.70	*	*	39.13	*	*	52.17	*	*	23
All Grades	0.00	0.00	0.00	0.00	21.05	5.41	50.00	47.37	37.84	50.00	31.58	56.76	14	19	37

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
10	*	*		*	*		*	*		*	*	
11	*	*	7.14	*	*	42.86	*	*	50.00	*	*	14
12	*	*	4.35	*	*	47.83	*	*	47.83	*	*	23
All Grades	7.14	5.26	5.41	50.00	63.16	45.95	42.86	31.58	48.65	14	19	37

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
10	*	*		*	*		*	*		*	*	
11	*	*	57.14	*	*	28.57	*	*	14.29	*	*	14
12	*	*	34.78	*	*	39.13	*	*	26.09	*	*	23
All Grades	78.57	84.21	43.24	21.43	10.53	35.14	0.00	5.26	21.62	14	19	37

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
10	*	*		*	*		*	*		*	*	
11	*	*	0.00	*	*	21.43	*	*	78.57	*	*	14
12	*	*	8.70	*	*	30.43	*	*	60.87	*	*	23
All Grades	0.00	5.26	5.41	28.57	42.11	27.03	71.43	52.63	67.57	14	19	37

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
10	*	*		*	*		*	*		*	*	
11	*	*	0.00	*	*	85.71	*	*	14.29	*	*	14
12	*	*	4.35	*	*	52.17	*	*	43.48	*	*	23
All Grades	0.00	10.53	2.70	78.57	57.89	64.86	21.43	31.58	32.43	14	19	37

Conclusions based on this data:

1. The number of students identified as English learners has increased from 2021 to 2024 by 23 students.
2. English Learners are in need of additional English Language Development with a focus on writing and reading that will prepare them for the ELPAC writing and reading type tasks.
3. See the Selma Independent attached data. See the Strive Academy attached data.

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**
93	**84.9%**	**33.3%**	**1.1%**
Total Number of Students enrolled in Heartland High, Independent Studies , Strive Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	33.3%
Foster Youth	1	1.1%
Homeless	1	1.1%
Socioeconomically Disadvantaged	79	84.9%
Students with Disabilities	19	20.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	92	98.9%
Two or More Races	0	0.0%
Pacific Islander	1	1.1%
White	0	0.0%

Conclusions based on this data:

1. Heartland serves a significant numbers of English Learners and Students receiving Special Education services. In some cases, these are dually identified students. The majority of the students at Heartland are Hispanic.

2. See the Selma Independent attached data.

3. See the Strive Academy attached data.

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	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Yellow	**Suspension Rate** Red
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career Orange		

Conclusions based on this data:

1. Suspension rate for Heartland is red. This is an area of focus for the school. College/career indicators are considered low. No additional data available for academic performance or academic engagement.
2. See the Selma Independent attached data.
3. See the Strive attached data.

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.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
161.3 points below standard	Less than 11 Students	Less than 11 Students
14 Students	6 Students	6 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	151.9 points below standard
0 Students	0 Students	13 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
2 Students	0 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	160.8 points below standard
		13 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	Less than 11 Students
	1 Student	0 Students

Conclusions based on this data:

1. This data is challenging to use to make conclusions for Heartland School because of the statistically insignificant numbers affecting the data. However, individual student results and progress should be reviewed. It is recommended that staff be provided with professional learning in the area of English Language Arts instruction as well as assessment, including local, district and formative classroom assessments.
2. See Selma Independent attached data.
3. See Strive Academy attached data.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
227.7 points below standard	Less than 11 Students	Less than 11 Students
14 Students	6 Students	6 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	222.2 points below standard
0 Students	0 Students	13 Students

Students with Disabilities	African American	American Indian
No Performance Color Less than 11 Students 3 Students	No Performance Color Less than 11 Students 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 230.5 points below standard 13 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color Less than 11 Students 1 Student	No Performance Color Less than 11 Students 0 Students

Conclusions based on this data:

1. This data is challenging to use to make conclusions for Heartland School because of the statistically insignificant numbers affecting the data. However, individual student results and progress should be reviewed. It is recommended that staff be provided with professional learning in the area of Mathematics instruction as well as assessment, including local, district and formative classroom assessments.
2. See Selma Independent attached data.
3. See Strive Academy attached data.

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

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
19.4% making progress.	17.9% making progress.
Number Students: 36 Students	Number Students: 28 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

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36.1%	44.4%	0%	16.7%

Conclusions based on this data:

1. Due to the small number of students that tested, no performance level is indicated. However, students scored 36.8 points above standard and 7 out of 19 students progressed at least one ELPI level. It is recommended for Heartland to provide designated and integrated ELD to support English Learners in making continuous ELPI progress.
2. See Selma Independent attached data.
3. See Strive Academy for attached data.

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.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
6.1 Prepared	0 Prepared	0 Prepared
Increased 3.2	Maintained 0	Maintained 0
49 Students	19 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students 0	Less than 11 Students 0	6.1 Prepared
1 Student	3 Students	Increased 3.2
		49 Students

Students with Disabilities	African American	American Indian
No Performance Color Less than 11 Students 0 10 Students	No Performance Color Less than 11 Students 0 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	Orange 6.4 Prepared Increased 3 47 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students 0 1 Student

Conclusions based on this data:

1. Only 6.1% are prepared based on the college/career indicators. It is recommended that Heartland implement strategies and programs to increase student readiness for college and career.
2. See the Selma Independent attached data.
3. See the Strive Academy attached data.

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.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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. Due to the limited number of students and attendance data, no conclusions can be made.
2. See the Selma Independent attached data.
3. See the Strive Academy attached data.

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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	No Performance Color
77.6% graduated	89.5% graduated	83.3% graduated
Increased 7%	Increased 22.8%	Increased 16.7%
49 Students	19 Students	12 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	77.6% graduated
1 Student	3 Students	Increased 7%
		49 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	Green 80.9% graduated Increased 4.2% 47 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Conclusions based on this data:

1. 77.6% of students graduated from Heartland. This a increase of 7%. It should be noted that the graduation rate is impacted by the transfer of students in and out of the school. Students provided with instruction and support at Heartland in the fall semester and who return to the comprehensive site are not counted as graduates of Heartland.
2. See Selma Independent attached data.
3. See Strive Academy attached data.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	Orange
13.7% suspended at least one day	17.2% suspended at least one day	18.4% suspended at least one day
Increased 2.2%	Declined 0.4%	Declined 1%
161 Students	58 Students	49 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	13.7% suspended at least one day
3 Students	4 Students	Increased 3.1%
		146 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
17.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 9.9%	2 Students	
28 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	0 Students	14.2% suspended at least one day
1 Student		Increased 2.4%
		155 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
	1 Student	2 Students

Conclusions based on this data:

1. Suspension rate for all students increased by 2.2%. It also increased by .4% for English Learners and 3.1% for Socioeconomically Disadvantaged students. It is recommended that Heartland implement strategies to promote school-wide expectations and appropriate consequences for misbehavior that do not result in suspension
2. See Selma Independent attached data.
3. See Strive Academy attached 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 1

Title and Description of School Goal

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

Academic Growth
All students attending Heartland High, Selma Independent or Strive Academy will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students will develop academic skills necessary for continual individual growth toward grade level proficiency across all content areas.

Identified Need

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

Dashboard data reviewed demonstrate a need to improve the following:
Heartland High:
1) Suspension Rates: Decrease suspension rates by a minimum of 1.5% for all students as well as EL's, SED, and Hispanic subgroups
2) College and Career Readiness/Indicator (CCI): Increase percentage of "prepared" students from 6.1% to 10.0% (3.9% increase). This includes all students, SED and Hispanic. This increase will reflect a positive increase from "very low" to "low" status on the College/Career Status Placement report.

Selma Independent:
1) ELA: Increase proficiency level of all students to "meets or exceeds" standards" by 36.2%. This includes SED and Hispanic.
2) Math: Increase proficiency level of all students to "meets or exceeds" standards by 110%. This includes SED and Hispanic.
3) Graduation Rate: Increase graduation rate by 9.7% for all students including SED and Hispanic. With this increase the 5 x 5 graduation placement report will increase from a red to orange level.
4) College and Career Readiness/Indicator (CCI): Increase percentage of "prepared" students from 3.3% to 10% (6.7% increase). This includes SED and Hispanic subgroups. This increase will reflect a positive increase from "very low" to "low" status on the College/Career Status Placement report.

English Language Learners (ELL's):
Heartland: The number of English Learners has increased by by 2.3%, however the percent of reclassified students has decreased by 5%; 36.8% made progress towards English Language Proficiency, however there was a decline of 21.5% when comparing 2022 and 2023 data. When looking at the English Learner Progress Indicator (ELPI) the results are as follows: seven (7) or 36.8% progressed on ELPI level; six (6) or 31.6% maintained ELPI level and six (6) or 31.6% decreased one ELPI level.

ISP: The number of ELL's has decreased from 25.8% to 21.1% when comparing 2022 and 2023 data. The percent of reclassified students has also decreased by 14.8% from 80% to 65.2%. When looking at the English Learner Progress Indicator (ELPI) the results are as follows: seven (7) students or 43.8% of ELL's made progress towards English Language Proficiency which was an increase of 16.3 compared to the pervious 2022 year; six (6) students or 37.5% maintained ELPI level and three (3) or 18.8% decreased one ELPI level.

It should be noted that there is a high rate of students exiting and entering the school throughout the school year, therefore the school has students testing that received the bulk of their instruction at the comprehensive site and the students who received instruction form the Heartland staff in the fall semester return to the comprehensive site take the SBAC there.

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
Dashboard Graduation Rate (Heartland)	Baseline: 2023-2024 the graduation rate for Heartland All Students was 77.6%	2025-2026: The graduation rate for Heartland for All Students will be 80%.
Dashboard Graduation Rate (Selma Independent)	Baseline: 2023 -2024 the graduation rate for Selma Independent All Students was 58.3%	2025-2026: The graduation rate for Selma Independent for All Students will be 68%.
Dashboard English Learner Progress Indicator (ELPI) (Heartland)	Baseline: 2023-2024 English Learners for Heartland making progress towards English language proficiency was 36.8%.	2025-2026: The ELPI for English Learners who progress at least one level will be 46.8%
Dashboard English Learner Progress Indicator (ELPI) (Selma Independent)	Baseline: 2023-2024 English Learners for Selma Independent making progress towards English language proficiency was 43.8%.	2025-2026: The ELPI for English Learners will be 53.8%.

CAASPP Results English Language Arts (Heartland)	Baseline: 2023-2024 percent of ALL students meeting or exceeding standards was not reported due to less than 11 students tested.	2025-2026: All students meeting the standard or exceeding the standard on the CAASPP English Language Arts will be 30%
CAASPP Results English Language Arts (Heartland ELL's)	Baseline: 2023-2024 percent of English Learners meeting or exceeding standard was not reported due to 11 or fewer students tested.	2025-2026: English Learners meeting or exceeding the standard on the CAASPP English Language Arts will be 30%.
CAASPP Results Math (Heartland)	Baseline: 2023-2024 percent of All Students meeting or exceeding standard on CAASPP was not reported due to 11 or fewer students tested.	2025-2026: All students meeting or exceeding standards on the CAASPP Math will be 30%.
CAASPP Results Math (Heartland ELL's)	Baseline: 2023-2024 percent of English Learners meeting or exceeding standard on CAASPP was not reported due to 11 or fewer students tested.	2025-2026: English Learners meeting or exceeding standard or exceeding the standard on the CAASPP Math will be 30%.
CAASPP Results English Language Arts (Selma Independent)	Baseline: 2023 - 2024 data showed 106.2 points below standard	2025-2026: Decrease points from below standard by 30 points.
CAASPP Results English Language Arts (Selma Independent subgroups: SED and Hispanic)	Baseline: 2023-2024 data showed: SED 99.9 points below standard and Hispanic 103.2 below standard.	2025-2026: Decrease points from below standard by 30 points.
CAASPP Results Math (Selma Independent)	Baseline: 2023-2024 data showed 202.2 points below standard.	2025-2026: Decrease points from below standard by 30 points.
CAASPP Results Math (Selma Independent subgroups: SED and Hispanic).	Baseline: 2023-2024 data showed: SED 198.2 points below standard and Hispanic 201.5 points below standard.	2025-2026: Decrease points from below standard by 30 points.
Strive Academy: No Academic Performance, Academic Engagement or Conditions and Climate reported due to school being established in January of 2022.		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supplemental curriculum and resources will be provided in all content areas to provide support toward proficiency in ELA, Math, Social Science, and Science as well as English Learner Progress by supporting Designated and Integrated formats. These materials will support progress towards proficiency in content areas, meeting graduation requirements, and concurrent enrollment.	All Students	18,500 Title I 4000-4999: Books And Supplies Heartland 11000 Title I 4000-4999: Books And Supplies Selma Independent 1,807.60 Title I 4000-4999: Books And Supplies Strive Academy
1.2	Consider support services and courses to: increase graduation rate, College and Career Readiness, reach academic proficiency, decrease points below standard, expand multiple pathways	All students	1000 LCFF 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	for credit recovery, including before and after school. This may include providing instructional support for Concurrent Enrollment, Independent Study Assignments, on-line tutoring, projects and Work Experience. Metrics: Selma Independent: ELA/Math (SED & Hispanic); CCI (SED & Hispanic) Heartland: CCI (SED & Hispanic) Additional counseling and tutorial (7th period and Saturday School Heartland & Selma Independent: EL Services/Programs By incorporating an ELD program/course English Language Learners will be able to develop their academic language proficiency skills to increase CAASPP and ELPAC scores as well as meet requirements to be reclassified. Various academic focuses will be included such as writing workshops, reading strategies and speaking exercises. Additionally, A daily guidance/mentorship class will be provided to students. This curriculum will be developed by staff.		Heartland 2000 LCFF 1000-1999: Certificated Personnel Salaries Heartland 2000 LCFF 1000-1999: Certificated Personnel Salaries Selma Independent 2,000 LCFF 1000-1999: Certificated Personnel Salaries Strive Academy
1.3	Provide professional development opportunities for teachers, support staff, classified staff and administrators to enhance, improve and innovate the services provided at Heartland High, Selma Independent and Strive Academy. This includes: conferences, workshops, FCSS trainings, on-line webinars, visiting outside districts etc.	All students	3000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Heartland 2500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Selma Independent
1.4	Increase opportunities and or courses for students to participate in Art programs, Physical Fitness trainings as well as electives and STEM. Increase CTE course opportunities and provide supplies and field trips.	All students	2731 LCFF 4000-4999: Books And Supplies Heartland 1777 LCFF 4000-4999: Books And Supplies Selma Independent

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.

Specified strategies and activities will help address: 1) academic needs for all enrolled students and subgroups at Heartland, Selma Independent as well as Strive Academy, 2) English Learner progress both in academics and increasing proficiency levels and 3) decreasing suspensions, 4) increasing graduation rates, and 5) increasing number of students as "prepared" under College and Career readiness.

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

Most significant challenge was Strive Academy only receiving approximately 2% of combined funds (Title I and LCFF) compared to Heartland and Strive Academy. Although Strive Academy students range from grades 7 - 12 and only have maximum of 15 students, there is still a high need in academics and social emotional support.

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.

Some strategies and actions were slightly modified, with the greatest need being to expand CTE program, incorporating an Arts program, as well as adding physical fitness units.

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.

Multi-Tiered Supports for Academic and Social Emotional Well-Being
All students attending Heartland High, Selma Independent or Strive Academy will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency in all content areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2: All students will develop behavioral and social emotional skills necessary for continual growth toward grade level proficiency across all content areas.

Identified Need

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

Heartland, Selma Independent and Strive Academy are in need of tiered intervention and counseling services in order to reach academic, social-emotional, and behavioral goals that will allow students to graduate, lower the suspension rate, and reduce chronic absenteeism.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Physical Fitness (Selma Independent)	2018 - 2019: Most current data available	2025-2026: Based on the Spring 2026 Physical Fitness Test 15% of 9th grader students will meet 6 of 6 fitness standards.
Dashboard Suspension Rate (Heartland)	2023-2024: 13.7% of students were suspended at least one day.	2025-2026: Decrease suspension rate by a minimum of 1.5% for all students.
Dashboard Suspension Rate (ELL's, SED, and Hispanic)	2023-2024: The following percent of students were suspended at least one day: ELL's: 17.6%; SED: 10.6% and Hispanic: 11.8%	2025-2026: Decrease suspension rate by a minimum of 1.5% for all identified sub groups (ELL's, SED, and Hispanic)
Dashboard Suspension Rate (Selma Independent)	2023-2024: 0% of students were suspended at least one day.	2025-2026: Suspension rates will remain below 1%.
Dashboard Chronic Absenteeism (Selma Independent)	2023-2024: 13.6% of Selma Independent students had chronic absenteeism; a decline of 16.1 % compared to previous year.	2025-2026: Chronic Absenteeism will decrease by 20%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide supplies, materials, excursions, and activities that support social-emotional health, school connectedness, positive peer interactions, mental health services, health/wellness, and restorative practices which align and contribute to PBIS program initiatives. This strategy will address the 2024 Dashboard Red Indicators at Heartland in the following areas: Suspensions - EL,SED, & Hispanic. This strategy will be used to provide Positive Behavior Intervention, continue to provide training for site Campus Security Officer (CSO). By providing on-going training and analyzing program data the campus team (PBI, CSO, site admin., School Psychologist, Mental Health Clinician, Community Liaison, At-Risk Counselor, and Social Worker will be able to address the needs of the students. The staff will also receive professional development and resources to support and sustain a positive climate/culture. Metric: Heartland - Suspension (EL, SED, and Hispanic)	All Students	400 District Funded 4000-4999: Books And Supplies Heartland PBIS 400 District Funded 4000-4999: Books And Supplies Selma Independent PBIS 400 District Funded 4000-4999: Books And Supplies Strive PBIS 775.25 Title I 4000-4999: Books And Supplies Selma Independent
2.2	Students will be provided with supplies, materials, excursions and activities that support the library, performing arts, career technical, college awareness and career awareness activities. Selma Independent will implement a 7th period class designed for targeted remedial education, credit recovery, advanced coursework, and dedicated college and career preparation sessions to address gaps in knowledge and readiness skills. Supplemental Programs will include Saturday school and winter sessions. These programs will provide extra instructional time for tutoring, credit attainment, and enrichment opportunities. Curriculum and Professional Development: The school will enhance math and literacy proficiency through supplemental curricula, direct tutoring support, and professional development for educators. This approach includes fostering a growth mindset, positive attitudes and tailored support to improve student outcomes across all subject areas. Heartland High (REDS) CCI: All students, SED, Hispanic.	All students	2,126.25 District Funded 4000-4999: Books And Supplies Heartland Library 1500 LCFF 1000-1999: Certificated Personnel Salaries Selma Independent 1500 LCFF 1000-1999: Certificated Personnel Salaries Heartland 1050 District Funded 5800: Professional/Consulting Services And Operating Expenditures Heartland Field Trips 720 District Funded 5800: Professional/Consulting Services And Operating Expenditures Selma Independent Field Trips

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			300 District Funded 5800: Professional/Consulting Services And Operating Expenditures Strive Field Trips
2.3	Provide programs to help build/promote strong character, discipline and self-esteem. Restorative and Trauma-Informed Practices: Heartland and Selma Independent will focus on professional development and resources for restorative practices and a greater understanding of trauma-informed practices. This aims to create more inclusive and supportive learning environments for all students, including EL, Hispanic and SED. Targeted Support Programs: The school will implement targeted support programs that provide additional academic and emotional assistance, addressing underlying issues and building strong relationships.These approaches aim to help students thrive in school by fostering positive behavioral changes and reducing suspension rates. Music and Arts classes will be provided	All Students	1000 LCFF 4000-4999: Books And Supplies Heartland 1000 LCFF 5000-5999: Services And Other Operating Expenditures Selma Independent 6195 District Funded 5800: Professional/Consulting Services And Operating Expenditures Heartland VAPA

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.

Specific strategies and activities will help address: 1) academic needs for enrolled students and subgroups at Heartland and Selma Independent, 2) decreasing suspensions, 3) increasing graduation rates, and 4) expanding positive pathways for students.

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

Most significant challenge was Strive Academy only receiving approximately 2% of combined funds (Title I and LCFF) compared to Heartland and Selma Independent. Although a maximum of 15 students are enrolled in this program, there is still a high need for academic and social emotional support.

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.

Strategies and actions that will be added to this goal include: course/tutor and an extended course/unit for the Physical Education class. Students at Heartland and Selma Independent will be able to access these additions.

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.

Parent Engagement and Participation
Parent Outreach, Education, and Family Engagement will be provided to students at Heartland High, Selma Independent, and Strive Academy to develop strong home-school connections, build knowledge regarding college or career pathways, and to encourage consistent student attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3: Parent Outreach, Education and Family Engagement will be provided to develop strong home-school connections and to encourage consistent student attendance.

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 engagement is paramount to student success in school. Parent participation in school events and parent trainings are important in order to increase parent-school collaboration and partnerships between school and home life for each and every student we serve.

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 Involvement	Parent informational sessions were provided in 2023-2024 for FAFSA, Concurrent Enrollment, Dangers of Vaping, and individual student progress monitoring meetings.	2025-2026: At a minimum, four parent informational sessions will be provided related to: family resources, FAFSA, vaping education, positive communication, conflict resolution, mental health, anger management, and building strong family relationships.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parent Workshops will be conducted during the Fall and Spring Semesters of the 2025-2026 school year on a variety of academic and social topics of pertinence for Heartland, Selma Independent and Strive Academy students and stakeholders. A survey regarding topics of interest will be emailed and mailed to families to acquire stakeholder input. The goal of each workshop will serve to further establish connections between school and our students home lives. Parent and community meetings will be held as well as events and learning sessions.	All students	712.25 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Heartland Parent Engagement 429.80 Title I Part A: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies Selma Independent Parent Engagement 1000 LCFF 4000-4999: Books And Supplies Heartland 1000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Heartland 73.13 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Strive Parent Engagement
3.2	Offer parent workshops which focus on a variety of academic and social topics.	All students	
3.3	Offer child care, interpretation services, supplies and advertisement to remove possible barriers.	All students	

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.

Implementing a parent questionnaire to help generate community needs will help determine which topics of are high interest. Parents also need to feel they are valuable to building strong positive outcomes for their child/students. This is done through effective communication, providing interpreting services, childcare, and flexible times to meet the needs of our parents.

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.

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.

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	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.

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	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 Funds Provided to the School Through the Consolidated Application	$27,783.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$68,897.28
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	$32,082.85
Title I Part A: Parent Involvement	$1,215.18

Subtotal of additional federal funds included for this school: $33,298.03

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 ($)
District Funded	$11,591.25
LCFF	$24,008.00

Subtotal of state or local funds included for this school: $35,599.25

Total of federal, state, and/or local funds for this school: $68,897.28

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

Expenditures by Funding Source

Funding Source	Amount
District Funded	11,591.25
LCFF	24,008.00
Title I	32,082.85
Title I Part A: Parent Involvement	1,215.18

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
4000-4999: Books And Supplies	44,132.28
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	14,765.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	3,326.25
5800: Professional/Consulting Services And Operating Expenditures	District Funded	8,265.00
1000-1999: Certificated Personnel Salaries	LCFF	9,000.00
4000-4999: Books And Supplies	LCFF	7,508.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,500.00
4000-4999: Books And Supplies	Title I	32,082.85
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,215.18

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,315.60
Goal 2	17,366.50
Goal 3	3,215.18

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jonathan Farley	Principal
Gertrude Cole	Classroom Teacher
Becky Golbek	Classroom Teacher
Michelle Thornton	Classroom Teacher
Sonya Acevedo	Other School Staff
Ramon Lopez	Secondary Student
Navea Romero	Secondary Student
Bertha Romero	Parent or Community Member
Melanie Roque	Parent or Community Member
Juana Benitez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

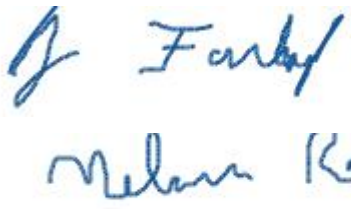
Signature	Committee or Advisory Group Name

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 5/21/25.

Attested:



Principal, Jonathan Farley on 5/21/25

SSC Chairperson, Melanie Roque on 5/21/25

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: 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 (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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