



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alta Heights Elementary School	28662666026769	June 3, 2025	June 26, 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 Alta Heights Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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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 Alta Heights Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

All students will participate in the general education program receiving grade level common core standards, with those needing English Language support receiving integrated language development support as well as designated support with additional interventions. All students participate in assessments (screeners, common formative, publisher, diagnostic and state assessments). Teachers meet with small groups of students daily to reinforce curriculum and reteach needed skills. We have an instructional assistant who supports small group and 1:1 learning opportunities for students who need more learning time. Teachers meet in Professional Learning Communities weekly to plan instruction, share assessment data, look at student work, and plan for interventions and enrichment. Teachers develop curriculum units with English Learner supports embedded.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was developed by the principal and site leadership team and shared with teaching staff for input. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each 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.

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.

English Language Arts (orange), Math (orange), English Learner Progress (red), Suspensions (orange)

Planned improvement goals address the needs of these student groups.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.36%	0.32%	%	1	1	
African American	1.08%	0.97%	1.01%	3	3	3
Asian	0.36%	0.65%	0.67%	1	2	2
Filipino	0.72%	0.97%	1.34%	2	3	4
Hispanic/Latino	44.96%	45.78%	44.63%	125	141	133
Pacific Islander	%	0%	%	0	0	
White	48.92%	47.73%	47.99%	136	147	143
Two or More Races	3.60%	3.57%	4.36%	10	11	13
Not Reported	%	0%	%	0	0	
Total Enrollment				278	308	298

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	41	69	47
Grade 1	39	44	49
Grade 2	58	41	47
Grade 3	44	58	40
Grade 4	49	45	55
Grade 5	47	51	41
Total Enrollment	278	308	298

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	50		51	18.0%		17.1%
Fluent English Proficient (FEP)	28		27	10.1%		9.1%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46	60	42	45	60	39	45	60	39	97.8	100.0	92.9
Grade 4	50	45	55	50	43	55	50	43	55	100.0	95.6	100
Grade 5	48	51	40	48	51	40	48	51	40	100.0	100.0	100
All Grades	144	156	137	143	154	134	143	154	134	99.3	98.7	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2434.	2391.	2408.	31.11	10.00	15.38	8.89	25.00	17.95	31.11	30.00	33.33	28.89	35.00	33.33
Grade 4	2450.	2454.	2429.	22.00	34.88	12.73	26.00	11.63	25.45	16.00	16.28	23.64	36.00	37.21	38.18
Grade 5	2491.	2493.	2500.	12.50	17.65	22.50	39.58	27.45	35.00	18.75	31.37	15.00	29.17	23.53	27.50
All Grades	N/A	N/A	N/A	21.68	19.48	16.42	25.17	22.08	26.12	21.68	26.62	23.88	31.47	31.82	33.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.67	6.67	5.13	57.78	61.67	79.49	15.56	31.67	15.38
Grade 4	16.00	27.91	14.55	58.00	48.84	63.64	26.00	23.26	21.82
Grade 5	18.75	13.73	12.50	58.33	68.63	62.50	22.92	17.65	25.00
All Grades	20.28	14.94	11.19	58.04	60.39	67.91	21.68	24.68	20.90

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	20.00	8.33	12.82	55.56	53.33	58.97	24.44	38.33	28.21
Grade 4	16.00	2.33	1.82	62.00	58.14	61.82	22.00	39.53	36.36
Grade 5	12.50	15.69	20.00	64.58	62.75	65.00	22.92	21.57	15.00
All Grades	16.08	9.09	10.45	60.84	57.79	61.94	23.08	33.12	27.61

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.56	10.00	7.69	71.11	73.33	84.62	13.33	16.67	7.69
Grade 4	10.00	23.26	10.91	76.00	60.47	58.18	14.00	16.28	30.91
Grade 5	14.58	7.84	20.00	66.67	74.51	70.00	18.75	17.65	10.00
All Grades	13.29	12.99	12.69	71.33	70.13	69.40	15.38	16.88	17.91

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	8.33	15.38	55.56	66.67	71.79	24.44	25.00	12.82
Grade 4	16.00	16.28	7.27	68.00	69.77	70.91	16.00	13.95	21.82
Grade 5	10.42	11.76	17.50	75.00	64.71	60.00	14.58	23.53	22.50
All Grades	15.38	11.69	12.69	66.43	66.88	67.91	18.18	21.43	19.40

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46	60	42	45	60	41	45	60	41	97.8	100.0	97.6
Grade 4	50	45	55	50	43	54	50	43	54	100.0	95.6	98.2
Grade 5	48	51	40	48	50	40	48	50	40	100.0	98.0	100
All Grades	144	156	137	143	153	135	143	153	135	99.3	98.1	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2433.	2408.	2431.	26.67	15.00	17.07	20.00	33.33	29.27	31.11	16.67	39.02	22.22	35.00	14.63
Grade 4	2470.	2481.	2436.	16.00	16.28	7.41	28.00	34.88	24.07	26.00	34.88	25.93	30.00	13.95	42.59
Grade 5	2473.	2486.	2488.	12.50	10.00	25.00	18.75	22.00	15.00	33.33	38.00	22.50	35.42	30.00	37.50
Grade 11															
All Grades	N/A	N/A	N/A	18.18	13.73	15.56	22.38	30.07	22.96	30.07	28.76	28.89	29.37	27.45	32.59

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 3	22.22	15.00	19.51	48.89	45.00	53.66	28.89	40.00	26.83
Grade 4	20.00	16.28	9.26	48.00	62.79	48.15	32.00	20.93	42.59
Grade 5	10.42	8.00	22.50	58.33	62.00	40.00	31.25	30.00	37.50
Grade 11									
All Grades	17.48	13.07	16.30	51.75	55.56	47.41	30.77	31.37	36.30

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	28.89	25.00	24.39	46.67	43.33	60.98	24.44	31.67	14.63
Grade 4	22.00	18.60	7.41	44.00	65.12	48.15	34.00	16.28	44.44
Grade 5	12.50	10.00	12.50	52.08	58.00	55.00	35.42	32.00	32.50
All Grades	20.98	18.30	14.07	47.55	54.25	54.07	31.47	27.45	31.85

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	24.44	16.67	17.07	57.78	61.67	70.73	17.78	21.67	12.20
Grade 4	12.00	20.93	11.11	66.00	69.77	61.11	22.00	9.30	27.78
Grade 5	8.33	10.00	12.50	62.50	52.00	60.00	29.17	38.00	27.50
All Grades	14.69	15.69	13.33	62.24	60.78	63.70	23.08	23.53	22.96

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1437.2	1431.3	1414.5	1452.3	1451.4	1438.3	1401.8	1383.9	1358.7	12	16	20
1	*	*	*	*	*	*	*	*	*	8	6	8
2	*	*	1413.8	*	*	1440.8	*	*	1386.1	6	8	12
3	*	*	1445.4	*	*	1436.2	*	*	1454.0	4	8	11
4	*	*	*	*	*	*	*	*	*	10	*	4
5	1511.8	*	*	1515.5	*	*	1507.4	*	*	12	7	*
All Grades										52	48	57

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
K	33.33	18.75	15.00	25.00	37.50	35.00	16.67	31.25	20.00	25.00	12.50	30.00	12	16	20
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	25.00	*	*	33.33	*	*	41.67	*	*	12
3	*	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	8.33	*	*	33.33	*	*	50.00	*	*	8.33	*	*	12	*	*
All Grades	11.54	10.42	8.77	26.92	33.33	31.58	34.62	37.50	31.58	26.92	18.75	28.07	52	48	57

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	31.25	35.00	25.00	37.50	15.00	25.00	12.50	30.00	16.67	18.75	20.00	12	16	20
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	25.00	*	*	41.67	*	*	0.00	*	*	33.33	*	*	12
3	*	*	18.18	*	*	45.45	*	*	9.09	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	25.00	*	*	66.67	*	*	0.00	*	*	8.33	*	*	12	*	*
All Grades	26.92	33.33	31.58	32.69	43.75	33.33	23.08	8.33	14.04	17.31	14.58	21.05	52	48	57

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.77	6.25	10.00	23.08	6.25	5.00	38.46	62.50	60.00	7.69	25.00	25.00	13	16	20
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	8.33	*	*	41.67	*	*	50.00	*	*	12
3	*	*	0.00	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
4	0.00	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12	*	*
5	6.67	*	*	0.00	*	*	33.33	*	*	60.00	*	*	15	*	*
All Grades	3.85	4.17	5.26	17.31	8.33	7.02	34.62	47.92	52.63	44.23	39.58	35.09	52	48	57

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	37.50	25.00	41.67	50.00	55.00	25.00	12.50	20.00	12	16	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	16.67	*	*	58.33	*	*	25.00	*	*	12
3	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	0.00	*	*	100.00	*	*	0.00	*	*	12	*	*
All Grades	21.15	22.92	24.56	59.62	68.75	52.63	19.23	8.33	22.81	52	48	57

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	31.25	40.00	50.00	43.75	35.00	16.67	25.00	25.00	12	16	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	33.33	*	*	33.33	*	*	33.33	*	*	12
3	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
All Grades	32.69	43.75	40.35	46.15	39.58	35.09	21.15	16.67	24.56	52	48	57

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	6.25	5.00	33.33	87.50	65.00	41.67	6.25	30.00	12	16	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	41.67	*	*	58.33	*	*	12
3	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	8.33	*	*	50.00	*	*	41.67	*	*	12	*	*
All Grades	9.62	6.25	3.51	30.77	47.92	45.61	59.62	45.83	50.88	52	48	57

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	12.50	15.00	50.00	43.75	45.00	25.00	43.75	40.00	12	16	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	41.67	*	*	58.33	*	*	12
3	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	8.33	*	*	75.00	*	*	16.67	*	*	12	*	*
All Grades	7.69	4.17	7.02	63.46	60.42	56.14	28.85	35.42	36.84	52	48	57

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
298	56%	17.1%	0.3%

Total Number of Students enrolled in Alta Heights Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	51	17.1%
Foster Youth	1	0.3%
Homeless	5	1.7%
Socioeconomically Disadvantaged	167	56%
Students with Disabilities	47	15.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	3	1%
American Indian	0	0.0%
Asian	2	0.7%
Filipino	4	1.3%
Hispanic	133	44.6%
Two or More Races	13	4.4%
Pacific Islander	0	0.0%
White	143	48%

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.

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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

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Red

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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 25.6 points below standard Declined 4.0 points 132 Students	English Learners Yellow 44.2 points below standard Increased 6.0 points 31 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Less than 11 Students 1 Student	Homeless No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 47.3 points below standard Declined 5.6 points 77 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>74.8 points below standard</p> <p>Declined 6.6 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>44.4 points below standard</p> <p>Increased 5.5 points</p> <p>62 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>6.3 points below standard</p> <p>Declined 8.8 points</p> <p>64 Students</p>

School and Student Performance Data

Academic Performance Mathematics

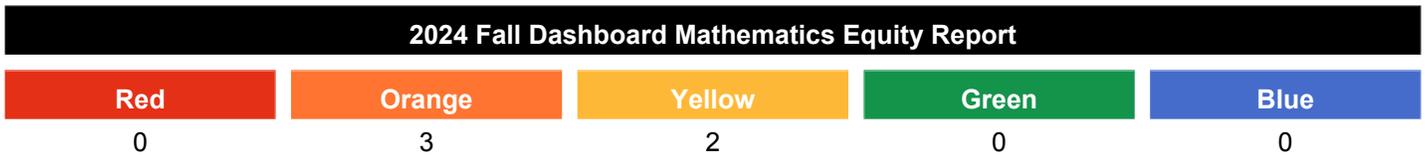
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>30.9 points below standard</p> <p>Declined 7.8 points</p> <p>132 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>65.0 points below standard</p> <p>Declined 14.2 points</p> <p>32 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>51.8 points below standard</p> <p>Declined 8.7 points</p> <p>77 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>56.3 points below standard</p> <p>Increased 7.7 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>50.6 points below standard</p> <p>Declined 6.3 points</p> <p>62 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>11.7 points below standard</p> <p>Declined 7.6 points</p> <p>64 Students</p>

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  Red 40% making progress. Number Students: 30 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 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
20%	40%	0%	40%

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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 16.7% Chronically Absent Declined 10.7 311 Students	English Learners Yellow 15.3% Chronically Absent Declined 17.5 59 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless No Performance Color 16.7% Chronically Absent 0 12 Students	Socioeconomically Disadvantaged Yellow 21% Chronically Absent Declined 12.9 176 Students

<p>Students with Disabilities</p>  <p>Yellow</p> <p>18.6% Chronically Absent</p> <p>Declined 12.3</p> <p>59 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>17.7% Chronically Absent</p> <p>Declined 12.4</p> <p>141 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 8.3</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>15.8% Chronically Absent</p> <p>Declined 7.6</p> <p>146 Students</p>

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 Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
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

School and Student Performance Data

Conditions & Climate Suspension Rate

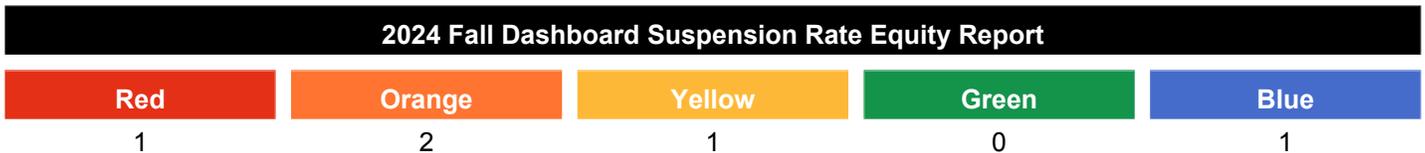
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 0.9%</p> <p>322 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>64 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 1%</p> <p>183 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>8.2% suspended at least one day</p> <p>Increased 8.2%</p> <p>61 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>148 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>2% suspended at least one day</p> <p>Maintained 0%</p> <p>150 Students</p>

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.

All student groups will increase the percentage of students who meet or exceed standard in ELA and math CAASPP and CAASPP performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

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.

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: English Learners, Hispanic and Socioeconomically Disadvantaged
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Students with Disabilities, Socioeconomically Disadvantaged and White

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
Renaissance STAR Assessment System	Star Reading: 53% of students at/above proficient based on the Star Consolidated State Performance Report Star Math: 42% of students at/above proficient based on the Star Consolidated State Performance Report	By May of 2026, there will be a 7% increase in the number of participating students who score proficient based on the Star Consolidated State Performance Report in math and reading.
Imagine Language & Literacy (ILL)	Placement assessment	All English learners will meet the recommended district ILL program usage recommendation.

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	K-5 Teachers will use STAR benchmark assessment data to measure student learning growth 3 times per year.	All below level students identified by assessment data, student work samples, and classroom	

	<p>K-2 Teachers led by our Interventionist will use the mClass Reading Difficulties Risk Screener to measure student literacy growth for students below grade level proficiency in reading.</p> <p>Provide an instructional assistant to support math interventions in K-5.</p> <p>Classroom teachers, intervention teacher, and instructional assistant will provide targeted small group and one-to-one interventions for K-5 students outside of core instructional time as well as in small groups during core time.</p> <p>Implement monthly LETRS follow up planning meetings with our instructional leadership team to continue to systematize literacy support for all students.</p>	<p>teacher observations will participate in targeted strategic interventions in literacy and math both during the school day and before or after school.</p>	
1.2	<p>The school site will set minimum usage goals and communicate the goals with students and families. Students will use tracking logs to track usage on digital platforms.</p> <p>Teachers will utilize daily planners and binders for communication of expectations.</p> <p>Teachers will monitor program progress and usage of supplemental programs and communicate with students and families when goals are not being met.</p>	<p>All K-5 students will be served by using the online supplemental program to complete a predetermined number of lessons per week.</p>	
1.3	<p>Students in 4th and 5th grade will use Read and Math 180 as targeted intervention support.</p> <p>Use Professional Learning Community (PLC) time to focus on data, student work and data, and planning next steps in improving instruction. This is a particular area of focus in support of our math goal.</p> <p>Plan professional learning based on staff needs (district provided, teacher led, principal led, publisher, book studies, and other).</p> <p>Implement regular learning sprint model to provide structure that supports PLC process of using data cycles to assess student learning.</p> <p>Use learning sprint data to inform the use of high impact instructional strategies to meet the needs of all of our learners.</p> <p>Provide release time for teachers to observe colleagues delivering small group literacy instruction.</p> <p>Provide a roving sub to release teachers for planning time/meetings.</p>	<p>All Students will be served when teachers collaborate to plan instruction, look at student work and data, plan common curriculum units, and share instructional strategies.</p>	<p>7,262.00 0003 - Supplemental</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Based on the Star Consolidated State Performance Report 53% of our students demonstrated proficiency in reading. We spent a considerable amount of effort focused on providing increased effort on the CAASPP this school year. Students in 3rd-5th grade took the CAASPP for 2 weeks prior to taking the end of year Star assessments. This may have impacted our scores. In 1st and 2nd grade grade over 60% of our students demonstrated proficiency. This is much higher than our 3rd-5th grade students who took the CAASPP for weeks prior to taking the Star assessments. In math our students who scored proficient rose to 42%. This is a 3% increase from last year. Again, our 1st and 2nd grade students scored at 49% or above indicating a possible correlation between testing fatigue and Star performance.

Any grade level improvement in reading proficiency can be directly tied to having all of our K-5 grade teachers participating in the LETRS training throughout the past 2 school years. During the school year our teachers collaborated to develop a school wide small group literacy instruction tier 2 academic intervention to continue our support of student literacy. Additionally, our reading interventionist was able to develop systems about what literacy data we use to determine literacy skill development. Her ability to collaborate with our teachers to streamline and add clarity to what literacy needs qualified a student for reading intervention allowed us to target the literacy skill need and monitor more efficiently.

Our math instructional PLC was not as organized or focused this year. We spent the majority of our PLC time and professional development focused on improving student literacy. This focus may have led to an unintended lack of support for the development of student math skills.

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

The budgeted expenditures were reflective of the intended implementation. Site Supplemental funds were used to provide sub coverage for teachers to observe each other with a focus on improving high quality student discourse in the classroom. Additionally, teachers were provided sub coverage to unit plan and review student work samples.

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

We will add more consistent PLC time devoted to reflecting on student data related to math (i.e. formative assessments, unit assessments, Dreambox data, etc.). This will be noted in our strategies/activities section. Additionally, to realize improved math proficiency we will conduct learning walks during math learning time. Our math intervention program was not strong this year. we had staff turnover and lack of training. We will be working with our NVUSD district TOSA who supports math to develop regular professional development in the 25/26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

Identified Need

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

English learner progress data declined by 13.3% and demonstrates a need to focus on literacy and language development for all English Learners.

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
Students receiving interventions are making accelerated progress as measured by the NVUSD comprehensive assessment framework	15 English learners are in the urgent intervention level based on student data.	5 English learners will be in the urgent intervention level based on student data at the end of the 25/26 school year.
ELPAC data	7 students received an overall score of 4 on the ELPAC Summative Assessment in the 24/25 school year.	10 students will receive an overall score of 4 on the ELPAC Summative Assessment in the 25/26 school year.

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	All teachers will use instructional tools from their LETRS professional development to meet the literacy needs of our MLLs. Our Instructional Leadership Team will focus on improving student literacy utilizing LETRS instructional tools. Teachers will teach designated ELD to leveled small groups at least 4 days a week. Teacher teams work together to create and utilize writing scaffolds to support the language development of our ELs. Teachers in K-2 monitor Imagine Language and Literacy usage and communicate with parents using student tracking logs to track usage on ILL.	All English learners participate in integrated and designated ELD lessons and instructional practices throughout the day and throughout all content areas.	

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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We saw a drop in the percentage of students who demonstrated growth based on the summative ELPAC scores. While this is disappointing we did nearly double our student reclassification number. Our ability to continue having a school wide PLC goal of improved student literacy helped us achieve this reclassification outcome. All of our K-5 teachers have now participated in the LETRS training. This professional development galvanized a goal to have all of our teachers facilitate small group literacy instruction based on formative and summative assessment data (QPA, Star, ELPAC, etc.). Our teachers like the variety of tools they have learned through the LETRS professional training. We have attempted to create a safe place for teachers to experiment with these tools in order to grow as educators.

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

All of our K-5 teachers participated in the LETRS professional development. This led us toward a school wide PLC focus to improve student literacy across grade levels. The teachers worked collaboratively to implement small group literacy instruction in every classroom to deliver targeted literacy instruction (i.e. phonics, language comprehension, etc.). We continued to refer back to our sentence frames that we created 2 years ago and used them as a scaffold to support opportunities for student talk time during lessons.

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

Based on the strong reclassification increase this past year we are focusing on identifying students who currently have received an overall ELPAC score of 3 (19 students) and moving at least 10 of them to an overall 4 score.

We have also added LETRS instructional tools as a focus for our Instructional Leadership Team since all of our K-5 teachers have completed of the LETRS professional learning.

This coming year we plan to add alignment in our use of scaffolds that support student writing. This alignment should support students in clearly expressing their learning through writing.

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.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
 MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

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
ELAC Meeting Attendance	Currently have an average of 10 parents attending at ELAC meetings	Average 15 parents per ELAC meeting
ELAC Needs Assessment Survey	6 parents completed the family survey provided at the mid way point of the school year.	100% of MLL families will engage in the needs assessment by utilizing 1/1 in person, digital survey, and small group strategies to gather parent input.

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	Meet in between ELAC meetings with the ELAC leaders to gather their input and help them plan each agenda. Hold ELAC meetings in the evening to increase attendance. This should allow more opportunities for families to provide input and participate in the school. Have a "Family Orientation" at Back to School Night to educate our Spanish speaking parents about opportunities to be involved as parent leaders with ELAC.	English Learners	

	<p>Have our Community and Parent Liaison develop two way relationships with our incoming TK/K families who are Spanish speakers. Utilize parent liaison and our English Language Advisory Committee (ELAC) to gather input from families of English Learners Have our parent liaison call our new MLL families to welcome them to our school community. Create opportunities for families of our English Learners to give input and feedback through parent leadership groups (Family Faculty Club, School Site Council, English Language Advisory Committee, Coffee with the Principal, etc.) and other meetings and input modes. Utilize Parent Square as a communication tool</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We struggled to get family input based on surveys. When a family survey went out in December of 2024 only 6 parents completed it. Though our survey completion rate was quantitatively low we did provide many qualitative opportunities for our families to provide input. There are monthly parent club meetings or coffee with the principal meeting opportunities as well as ELAC meetings for families to provide input and ask questions. We saw our parent club and ELAC meeting attendance improve this year. Our ELAC parents expressed a desire to have more opportunities to support our MLLs with homework help after school.

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

While we didn't meet the goal of parent survey input we did accomplish improved parent input through in person meetings. Our ELAC leaders decided to hold an evening meeting in September and March and we had our highest rates in attendance. The ELAC parent leaders have signed up for learning opportunities provided through DELAC and our district, including leadership conferences like CABE. Their interest in growing as parent leaders and advocating for our language learners has been inspiring. Additionally, they participated in our School Site Council meetings to provide input and ask questions.

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

We will focus more specifically on gathering input and assessing the needs of our families of language learners using a variety of methods (i.e. 1/1, small group, digital, etc.).

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.

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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.

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: English Learners

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
Chronic Absenteeism Data - NVUSD	11% of students at Alta Heights were chronically absent in the 24/25 school year	Reduce chronic absenteeism by 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Weekly MTSS Team collaboration to evaluate our student needs for students who are chronically absent.</p> <p>Continued use of district social workers and community partnerships to offer services to students who indicate need based on data.</p> <p>Continued district and site level professional learning time using the Toolbox Project curriculum.</p> <p>Develop a school wide plan/calendar for the implementation of the Second Step Digital Curriculum.</p> <p>Use Parent Square as a communication tool to engage families proactively in support of improved attendance.</p> <p>Review attendance policies and procedures with families at ELAC meetings.</p> <p>Weekly meeting with the attendance clerk and the principal to review attendance reports.</p>		

	Consistent use of the Short Term Independent Study Packets to support attendance when students will be absent for 3 or more days in a row. Hire supervision assistants to monitor student lunch and play time supporting social-emotional needs and safety. Train them to use The Toolbox Project curriculum.		
4.2	We will use funding from Proposition 28 to provide engaging learning opportunities. Attendance improves when students find meaning and enrichment in coursework that extends beyond the core. We will hire staff to support the implementation of an enhanced art program.		30,000.00 6770 - Prop 28 Provide instruction in the arts to all students.
4.3	We will purchase art supplies to ensure adequate materials are provided to all students.		7,603.00 6770 - Prop 28

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We were able to reduce our rate of chronic absenteeism from 15% to 11% this school year. This improvement can be attributed primarily to consistent communication with our families about what our attendance policies are and the use of our NVUSD "Too Sick for School" information guide for families to use when determining if they should keep their child home.

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

We were able to keep fidelity to our intended implementation of this 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.

This coming year we will be implementing instruction in the arts using Prop 28 funding. We are also implementing the strategy of using the Short Term Independent Study Packets coordinated by our attendance clerk and office manager to support attendance when students are gone for more than 3 days in a row. We have added a strategy to review attendance policies and procedures with our families at ELAC meetings.

Additionally, We will use weekly meetings with our attendance clerk to help coordinate our attendance letters to families as well as consistent communication about attendance policies.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$44,865.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$7,262.00
6770 - Prop 28	\$37,603.00

Subtotal of state or local funds included for this school: \$44,865.00

Total of federal, state, and/or local funds for this school: \$44,865.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	7,262.00
6770 - Prop 28	37,603.00

Expenditures by Budget Reference

Budget Reference	Amount
	44,865.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	7,262.00
	6770 - Prop 28	37,603.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,262.00
Goal 4	37,603.00

School Site Council Membership

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

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

Name of Members	Role
Ted Ward	Principal
Olivia Passalacqua	Parent or Community Member
Susana Cruz	Parent or Community Member
Leanna Yeager	Other School Staff Parent or Community Member
Christine Plummer	Classroom Teacher
Jennifer Mitchell	Classroom Teacher
Irma Delgadillo	Other School Staff Parent or Community Member
Open Seat	Classroom Teacher
Open Seat	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 3, 2025.

Attested:



Principal, Ted Ward on 6/3/2025



SSC Chairperson, Leanna Yeager on 6/3/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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