



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Colonial Heights School	39685696041891	October 14, 2025	November 5, 2025

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan has been developed in accordance to The Every Student Succeeds Act and is aligned to Lincoln Unified School District's 2024-2025 Local Control and Accountability Plan. In alignment with the District's LCAP goals, the Colonial Heights' SPSA addresses the following 5 areas:

LCAP Goal 1 Provide all students with access to a broad and challenging curriculum to ensure all students graduate college/career ready.

SPSA Goal 1 Provide all students with access to a broad and challenging curriculum to ensure all students graduate college/career ready.

LCAP Goal 2 Accelerate student learning with high expectations for all to increase student achievement for all student groups.

SPSA Goals 2a: Increase the number of students, in grades TK-8th, reading at grade level and above by 10% and performing in Mathematics at grade level and above by 10%.

SPSA Goal 2b: Increase the proficiency rates of African American students in mathematics and reading by 20% over the next academic years through targeted instruction, culturally responsive teaching, and expanded access to academic support services.

LCAP Goal 3 Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

SPSA Goal 3: The percentage of students reporting positive responses in Academic Challenge and Culture on the Youth Truth Survey will increase to a minimum of 50%.

LCAP Goal 4 Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

SPSA Goal 4a: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

SPSA Goal 4b: The number of English Learner students making progress toward English proficiency will increase 20%.

LCAP Goal 5 Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.

SPSA Goal 5a: The response rate for the Youth Truth Family Survey will increase by a minimum of 20%, representing responses from at least half of our families.

SPSA Goal 5b: Decrease the number of students classified with Chronic Absenteeism

This plan will continue to be a living document, modified and updated as needed to support the needs of the Colonial Heights School community including students, families, and staff. Data will be shared with all participants within the Colonial Heights School community and input will be solicited throughout the school year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Second semester of the 24-25 school year, parents, teachers, and students in grades 5th-8th participated in the Youth Truth Survey. Data from the 3 surveys was shared with all three groups as well as the School Site Council.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers were observed quarterly by administration. Classroom walk-throughs were conducted on a weekly basis by both principal and assistant principal.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Summative assessments such as the California Assessment of Student Performance and Progress (CAASPP) were administered to students in 3rd-8th grades. Additionally, iReady assessments were administered to all students in K-8. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was administered to K-3rd students. Both iReady and DIBELS were used as benchmark assessments given in the winter and spring.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers were given time to collaborate with grade level partners every Monday. 60 minute sessions were spent on reviewing data and student progress. Skills and concepts identified as areas of concern for students were addressed in small groups by the classroom teacher, digital intervention with the iReady program, and/or through Title I support and intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Colonial Heights staff met the requirements for a highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Colonial Heights met sufficiency of credentialed teachers for general education and special education.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development was aligned to grade level content standards. Teachers received professional development in the District's L.E.A.P. initiative, English Learner Standards, MIAA, and the adoption of new curriculum as well as PD in the iReady platform.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Continuous, ongoing professional development was made available to K-6 teachers for digital resources, such as iReady as well as TOSA support for all teachers. Orton Gillingham instruction was provided for Title I, Resource, and SDC teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborated with grade level colleagues every Monday. Three Mondays of the month were spent with site level peers and one Monday a month with district grade level peers focusing on curriculum alignment and instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and materials are used in every classroom TK-8 and are in alignment with state standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers are required to turn in schedules at the beginning of each school year reflecting required minutes for each content area.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

A master schedule is developed each school year reflecting required daily instructional minutes for students in grades TK-8.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with the Williams Act, all students have available standards-based instructional materials both in hard copy and digital format.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum and materials are district adopted and standards- aligned. Intervention materials are provided by Wonder Works and HMH. Reading intervention consists of Orton Gillingham strategies, materials, and curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Beyond Tier I instruction, teachers meet with small groups both in math and ELA. Instruction and assignments are differentiated to meet the academic needs of students performing below grade level, while still ensuring access to grade level standards.

Evidence-based educational practices to raise student achievement

Teachers adhere to evidence-based educational practices such as: designing lessons with appropriate goals and objectives, asking students open-ended questions fostering discussion during lessons, providing models and examples, allowing for guided student practice, and providing students with timely feedback.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We were able to offer parents the opportunity to join us for several PTSA sponsored events such as movie nights as well as our Young Author's event celebrating student accomplishments in writing throughout the school year. Additionally we hosted Math, Science, and Literacy Nights. Our Counselor has many District and Community resources that she shares with under achieving students and their families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, faculty, and Staff are represented on the School Site Council which develops the Single Plan for Student Achievement and oversees the ConApp programs at Colonial Heights. The SSC met early in the Fall of 2025 to review assessment and survey data and used that data to develop goals and actions to address areas of need. Input on the SPSA English Learner goals and actions was provided by our ELAC.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided include school based counseling, Title I reading support, tutoring, and access to materials and programs to support student learning inside and outside of the classroom during the school year as well as the summertime.

Fiscal support (EPC)

Colonial Heights has been fully funded with Title I monies to meet the needs of our underperforming students.

Educational Partner Involvement

How, when, and with whom did the 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

Colonial Heights School Principal and Assistant Principal met regularly with all staff, including both certificated and classified employees. Staff meetings and leadership meetings were held monthly throughout the school year giving staff members the opportunity to provide input in the planning of the SPSA, as well as the annual review and update. Other specialized groups responsible for assisting with the planning, review and update of the plan included SSC, ELAC, PTSA, and our Student Council. These committees met less frequently, approximately once a month to every other month, but included other important stakeholders, such as parents and students. School Site Council met on the following dates during the 2024-2025 school year: September 10, October 8, and December 10, 2024. Then again on January 14, February 11, March 11, and May 13, 2025. The SSC met early in the Fall of 2025 to review assessment and survey data and used that data to develop goals and actions to address areas of need. Input on the SPSA English Learner goals and actions was provided by our ELAC.

Ultimately, all members of the school community were encouraged to share ideas, give input and assist in the development and revision of the plan.

Resource Inequities

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

There are no resource inequities that have been identified at this time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Colonial Heights 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.19%	0.19%	0.18%	1	1	1
African American	9.66%	9.73%	11.33%	51	51	62
Asian	10.23%	9.54%	9.32%	54	50	51
Filipino	3.03%	3.05%	2.38%	16	16	13
Hispanic/Latino	52.46%	57.25%	56.49%	277	300	309
Pacific Islander	0.95%	0.95%	1.28%	5	5	7
White	15.91%	12.79%	11.15%	84	67	61
Two or More Races	6.63%	5.73%	6.76%	35	30	37
Not Reported	0.95%	0.76%	1.10%	5	4	6
Total Enrollment				528	524	547

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			22
Kindergarten	51	61	46
Grade 1	77	45	48
Grade 2	47	70	49
Grade3	50	48	68
Grade 4	53	60	51
Grade 5	64	58	64
Grade 6	64	66	64
Grade 7	49	60	56
Grade 8	73	56	79
Total Enrollment	528	524	547

Conclusions based on this data:

1. After a couple years of decline our enrollment rose by almost 5% last year.
2. By far, the Hispanic/Latino subgroup is the largest group of students at Colonial Heights.
3. African American population has become our second largest subgroup.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	51	48	61	9.7%	9.2%	11.2%
Fluent English Proficient (FEP)	33	32	29	6.3%	6.1%	5.3%
Reclassified Fluent English Proficient (RFEP)	25	25	18	4.7%	4.7%	3.3%

Conclusions based on this data:

1. After several years of relative consistency our EL population rose significantly last year
2. The number of Fluent English Proficient students has decreased the past three years.
3. With new processes we hope to reclassify additional students moving forward.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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	49	49	46	49	49	46	49	49	100.0	100.0	100
Grade 4	61	55	63	60	55	61	60	55	61	98.4	100.0	96.8
Grade 5	65	66	61	65	66	61	65	66	61	100.0	100.0	100
Grade 6	64	64	64	64	63	64	64	63	64	100.0	98.4	100
Grade 7	69	51	74	66	49	73	66	49	72	95.7	96.1	98.6
Grade 8	47	73	53	47	72	52	47	72	52	100.0	98.6	98.1
All Grades	352	358	364	348	354	360	348	354	359	98.9	98.9	98.9

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	2391.	2409.	2379.	13.04	24.49	14.29	6.52	16.33	8.16	41.30	18.37	34.69	39.13	40.82	42.86
Grade 4	2455.	2419.	2453.	16.67	12.73	24.59	30.00	18.18	19.67	21.67	20.00	18.03	31.67	49.09	37.70
Grade 5	2460.	2452.	2447.	13.85	4.55	3.28	24.62	30.30	21.31	20.00	22.73	31.15	41.54	42.42	44.26
Grade 6	2501.	2470.	2487.	4.69	4.76	3.13	31.25	23.81	31.25	39.06	30.16	39.06	25.00	41.27	26.56
Grade 7	2501.	2513.	2503.	6.06	8.16	4.17	18.18	26.53	26.39	36.36	32.65	34.72	39.39	32.65	34.72
Grade 8	2497.	2513.	2515.	2.13	4.17	1.92	19.15	23.61	34.62	38.30	33.33	25.00	40.43	38.89	38.46
All Grades	N/A	N/A	N/A	9.48	9.04	8.36	22.41	23.45	23.96	32.18	26.55	30.64	35.92	40.96	37.05

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	8.70	12.24	10.20	65.22	61.22	69.39	26.09	26.53	20.41
Grade 4	13.33	7.27	16.39	68.33	56.36	65.57	18.33	36.36	18.03
Grade 5	9.23	3.03	3.28	70.77	68.18	60.66	20.00	28.79	36.07
Grade 6	4.69	6.35	10.94	70.31	41.27	48.44	25.00	52.38	40.63
Grade 7	12.12	4.08	11.11	59.09	69.39	61.11	28.79	26.53	27.78
Grade 8	6.38	4.17	5.77	59.57	59.72	46.15	34.04	36.11	48.08
All Grades	9.20	5.93	9.75	65.80	59.04	58.50	25.00	35.03	31.75

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	13.04	22.45	6.12	50.00	44.90	51.02	36.96	32.65	42.86
Grade 4	16.67	10.91	6.56	60.00	49.09	67.21	23.33	40.00	26.23
Grade 5	7.69	7.58	9.84	58.46	59.09	54.10	33.85	33.33	36.07
Grade 6	10.94	7.94	9.38	67.19	52.38	62.50	21.88	39.68	28.13
Grade 7	6.06	16.33	9.72	50.00	57.14	50.00	43.94	26.53	40.28
Grade 8	8.51	4.17	5.77	51.06	54.17	61.54	40.43	41.67	32.69
All Grades	10.34	10.73	8.08	56.61	53.11	57.66	33.05	36.16	34.26

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	4.35	8.16	6.12	78.26	75.51	71.43	17.39	16.33	22.45
Grade 4	10.00	3.64	8.20	71.67	85.45	77.05	18.33	10.91	14.75
Grade 5	3.08	7.58	6.56	67.69	65.15	63.93	29.23	27.27	29.51
Grade 6	3.13	3.17	4.69	75.00	71.43	76.56	21.88	25.40	18.75
Grade 7	3.03	4.08	8.33	87.88	77.55	77.78	9.09	18.37	13.89
Grade 8	8.51	6.94	13.46	63.83	72.22	67.31	27.66	20.83	19.23
All Grades	5.17	5.65	7.80	74.43	74.01	72.70	20.40	20.34	19.50

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	13.04	12.24	10.20	69.57	57.14	61.22	17.39	30.61	28.57
Grade 4	11.67	7.27	18.03	58.33	67.27	67.21	30.00	25.45	14.75
Grade 5	10.77	3.03	0.00	56.92	69.70	80.33	32.31	27.27	19.67
Grade 6	4.69	6.35	7.81	79.69	61.90	68.75	15.63	31.75	23.44
Grade 7	12.12	14.29	5.56	59.09	53.06	76.39	28.79	32.65	18.06
Grade 8	4.26	12.50	7.69	74.47	70.83	71.15	21.28	16.67	21.15
All Grades	9.48	9.04	8.08	65.80	64.12	71.31	24.71	26.84	20.61

Conclusions based on this data:

1. Overall scores are increasing as we come out of Covid
2. Approximately 1/2-2/3 of our students are scoring "At" or "Near Standard" in all ELA subgroups.
3. Students scored higher in the domains of Research/inquiry and Listening than they did in Reading and Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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	49	49	46	49	49	46	49	49	100.0	100.0	100
Grade 4	61	55	63	60	55	61	60	55	61	98.4	100.0	96.8
Grade 5	65	66	61	65	66	61	65	66	61	100.0	100.0	100
Grade 6	64	64	64	64	64	64	64	64	64	100.0	100.0	100
Grade 7	69	51	74	67	49	72	67	49	72	97.1	96.1	97.3
Grade 8	47	73	52	47	73	52	47	73	52	100.0	100.0	100
All Grades	352	358	363	349	356	359	349	356	359	99.1	99.4	98.9

* 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	2405.	2425.	2410.	6.52	14.29	12.24	23.91	32.65	28.57	43.48	24.49	20.41	26.09	28.57	38.78
Grade 4	2455.	2440.	2452.	11.67	5.45	11.48	25.00	27.27	24.59	33.33	38.18	34.43	30.00	29.09	29.51
Grade 5	2449.	2462.	2453.	6.15	9.09	3.28	7.69	12.12	14.75	35.38	34.85	29.51	50.77	43.94	52.46
Grade 6	2470.	2439.	2459.	4.69	4.69	7.81	7.81	3.13	10.94	37.50	25.00	28.13	50.00	67.19	53.13
Grade 7	2461.	2480.	2470.	4.48	8.16	5.56	10.45	14.29	8.33	22.39	32.65	29.17	62.69	44.90	56.94
Grade 8	2470.	2466.	2478.	2.13	4.11	15.38	6.38	6.85	7.69	31.91	21.92	17.31	59.57	67.12	59.62
All Grades	N/A	N/A	N/A	6.02	7.30	8.91	13.18	14.89	15.32	33.52	29.21	27.02	47.28	48.60	48.75

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	13.04	14.29	16.33	45.65	55.10	48.98	41.30	30.61	34.69
Grade 4	25.00	9.09	16.39	46.67	61.82	49.18	28.33	29.09	34.43
Grade 5	6.15	12.12	1.64	50.77	46.97	45.90	43.08	40.91	52.46
Grade 6	6.25	4.69	6.25	51.56	31.25	37.50	42.19	64.06	56.25
Grade 7	5.97	10.20	8.33	32.84	40.82	36.11	61.19	48.98	55.56
Grade 8	8.51	5.48	7.69	38.30	35.62	36.54	53.19	58.90	55.77
All Grades	10.60	8.99	9.19	44.41	44.38	42.06	44.99	46.63	48.75

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	8.70	14.29	14.29	67.39	61.22	44.90	23.91	24.49	40.82
Grade 4	10.00	9.09	13.11	55.00	56.36	50.82	35.00	34.55	36.07
Grade 5	4.62	6.06	3.28	46.15	50.00	49.18	49.23	43.94	47.54
Grade 6	3.13	1.56	3.13	45.31	35.94	45.31	51.56	62.50	51.56
Grade 7	2.99	8.16	2.78	46.27	38.78	56.94	50.75	53.06	40.28
Grade 8	2.13	4.11	17.31	44.68	50.68	46.15	53.19	45.21	36.54
All Grades	5.16	6.74	8.36	50.14	48.60	49.30	44.70	44.66	42.34

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	10.87	16.33	12.24	78.26	67.35	65.31	10.87	16.33	22.45
Grade 4	10.00	5.45	14.75	65.00	67.27	62.30	25.00	27.27	22.95
Grade 5	6.15	3.03	4.92	55.38	60.61	57.38	38.46	36.36	37.70
Grade 6	3.13	1.56	1.56	54.69	54.69	62.50	42.19	43.75	35.94
Grade 7	5.97	8.16	2.78	55.22	61.22	59.72	38.81	30.61	37.50
Grade 8	2.13	2.74	3.85	65.96	53.42	65.38	31.91	43.84	30.77
All Grades	6.30	5.62	6.41	61.32	60.11	61.84	32.38	34.27	31.75

Conclusions based on this data:

1. Although there are blips in the data the general trend is that scores are improving.
2. Over half of our students in grades 3rd-8th are at or near standards in Math.
3. The number of students not meeting standards in Math grows as the students age.

School and Student Performance Data

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	*	*	*	*	*	*	*	*	*	*	9	*
1	*	*	*	*	*	*	*	*	*	4	8	8
2	*	*	*	*	*	*	*	*	*	6	*	7
3	*	*	*	*	*	*	*	*	*	*	5	4
4	*	*	*	*	*	*	*	*	*	7	*	7
5	*	1567.4	*	*	1580.3	*	*	1553.9	*	7	11	*
6	*	*	*	*	*	*	*	*	*	4	9	6
7	*	*	*	*	*	*	*	*	*	7	*	7
8	*	*	*	*	*	*	*	*	*	7	4	*
All Grades										46	52	47

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	54.55	*	*	45.45	*	*	0.00	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	17.31	10.64	40.91	34.62	38.30	36.36	36.54	31.91	4.55	11.54	19.15	44	52	47

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	72.73	*	*	27.27	*	*	0.00	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.64	32.69	23.40	31.82	30.77	36.17	27.27	23.08	25.53	2.27	13.46	14.89	44	52	47

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		18.18	18.18		36.36	36.36		36.36	36.36		9.09	9.09		11	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	7.69	7.69	29.55	21.15	21.15	47.73	42.31	42.31	13.64	28.85	28.85	44	52	52

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	19.23	23.40	70.45	63.46	55.32	4.55	17.31	21.28	44	52	47

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	81.82	*	*	18.18	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.14	44.23	44.68	32.56	40.38	42.55	9.30	15.38	12.77	43	52	47

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.36	7.69	12.77	65.91	53.85	42.55	22.73	38.46	44.68	44	52	47

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.91	15.38	6.38	75.00	59.62	74.47	9.09	25.00	19.15	44	52	47

Conclusions based on this data:

1. The number of students taking the ELPAC has not been statistically significant at each grade level in most recent years..
2. All or most students in the statistically significant group were in the Well Developed or Somewhat/Moderately category.
3. Scores improve as the students get older.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
524	85.3%	9.2%	0.4%
Total Number of Students enrolled in Colonial Heights 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	48	9.2%
Foster Youth	2	0.4%
Homeless	37	7.1%
Socioeconomically Disadvantaged	447	85.3%
Students with Disabilities	86	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	51	9.7%
American Indian	1	0.2%
Asian	50	9.5%
Filipino	16	3.1%
Hispanic	300	57.3%
Two or More Races	30	5.7%
Pacific Islander	5	1%
White	67	12.8%

Conclusions based on this data:

1. Hispanic Students are our largest Ethnic group.

2. Over 85% of our students are classified as Socioeconomically disadvantaged.
3. Students with disabilities make up almost 17% of our students.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Red</div>		

Conclusions based on this data:

1. Chronic Absenteeism is a major issue. If students are not in school they cannot learn and EL students cannot improve their English skills.
2. Alternatives to suspension Have been developed and they are starting to make a difference.
3. We are making gains in all areas except EL Progress. We will make that a focus during the upcoming year.

School and Student Performance Data

Academic Performance English Language Arts

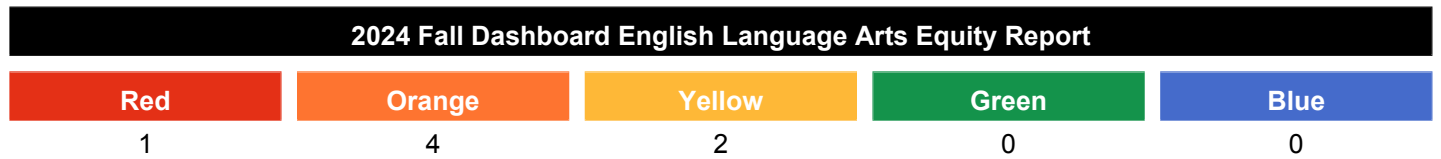
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Yellow</div> <div>41.9 points below standard</div> <div>Increased 4.5 points</div> <div>330 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>55.1 points below standard</div> <div>Declined 13.5 points</div> <div>34 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>55.2 points below standard</div> <div>Increased 33.2 points</div> <div>25 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>48.4 points below standard</div> <div>Maintained 0.6 points</div> <div>280 Students</div>

Students with Disabilities  Orange 110.3 points below standard Increased 9.4 points 41 Students	African American  Red 83.1 points below standard Declined 5.6 points 31 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 41.4 points below standard Declined 3.7 points 35 Students	Filipino  No Performance Color Less than 11 Students 10 Students	Hispanic  Yellow 41.9 points below standard Increased 3.3 points 187 Students
Two or More Races  No Performance Color 37.3 points below standard Increased 29.8 points 17 Students	Pacific Islander  No Performance Color Less than 11 Students 4 Students	White  Yellow 24.3 points below standard Increased 23.4 points 44 Students

Conclusions based on this data:

1. While most of our subgroups improved our SWD, African American, and Asian students declined.
2. Our African American students are our only sub-group in the red.
3. Even though they increased their scores our Special Needs students continue to score the lowest of all significant sub-groups.

School and Student Performance Data

Academic Performance Mathematics

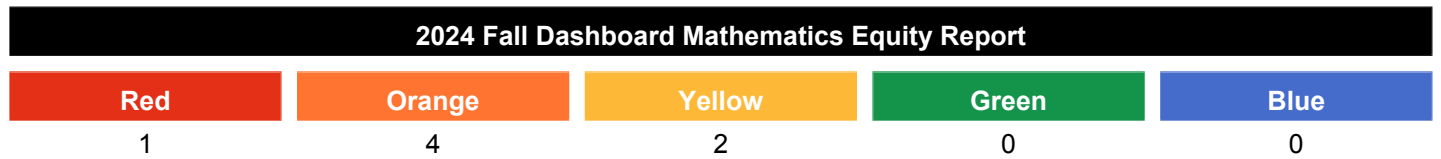
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<div>All Students</div> <div> Yellow</div> <div>69.9 points below standard</div> <div>Increased 5.0 points</div> <div>330 Students</div>	<div>English Learners</div> <div> Orange</div> <div>74.2 points below standard</div> <div>Maintained 1.9 points</div> <div>34 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>76.6 points below standard</div> <div>Increased 36.1 points</div> <div>25 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>76.6 points below standard</div> <div>Maintained 2.2 points</div> <div>280 Students</div>

Students with Disabilities  Orange 147.9 points below standard Increased 11.1 points 41 Students	African American  Red 126.3 points below standard Declined 13.1 points 31 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 87.9 points below standard Declined 29.3 points 35 Students	Filipino  No Performance Color Less than 11 Students 10 Students	Hispanic  Yellow 68.3 points below standard Increased 14.2 points 187 Students
Two or More Races  No Performance Color 54.7 points below standard Declined 4.3 points 17 Students	Pacific Islander  No Performance Color Less than 11 Students 4 Students	White  Yellow 43.6 points below standard Increased 24.5 points 44 Students

Conclusions based on this data:

1. Our Asian and African American sub-groups were our only groups that declined.
2. All other groups maintained or increased their scores.
3. Our African American students were our only groups in the red.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div> Red</div> <div>28.6 points above standard making progress.</div> <div>Number Students: 42 Students</div>	<div> No Performance Color</div> <div>making progress.</div> <div>Number Students: 7 Students</div>

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
15	15	1	11

Conclusions based on this data:

1. Over 64% of our English Learner students either maintained or improved their English skills.
2. 36% of students regressed.
3. English Learners make up 9.2% of our students.

School and Student Performance Data

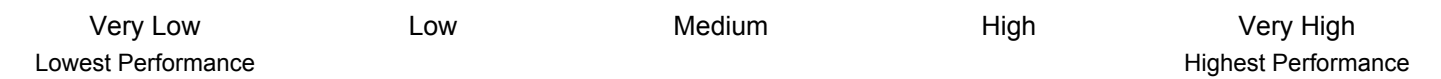
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- Not Applicable
- NA
- NA

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		
<div>All Students</div> <div> Yellow</div> <div>28.5% Chronically Absent</div> <div>Declined 6.4</div> <div>572 Students</div>	<div>English Learners</div> <div> Orange</div> <div>25% Chronically Absent</div> <div>Declined 15.4</div> <div>52 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> Red</div> <div>54.5% Chronically Absent</div> <div>Maintained 0.2</div> <div>44 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>31.1% Chronically Absent</div> <div>Declined 5.5</div> <div>488 Students</div>

Students with Disabilities  Orange 33% Chronically Absent Declined 9 106 Students	African American  Orange 41.4% Chronically Absent Declined 6.9 58 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 9.6% Chronically Absent Declined 15.8 52 Students	Filipino  No Performance Color 18.8% Chronically Absent Increased 6.3 16 Students	Hispanic  Yellow 31% Chronically Absent Declined 7.2 332 Students
Two or More Races  Orange 21.1% Chronically Absent Declined 14.8 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Red 24.6% Chronically Absent Maintained 0.4 69 Students

Conclusions based on this data:

1. Six out of eight of our sub-groups are classified "Very High" in Chronic Absenteeism.
2. Students classified as "homeless" Are identified as Chronically Absent the most.
3. Even our best performing group in this category, Asian students have 9.6% classified as Chronically Absent.

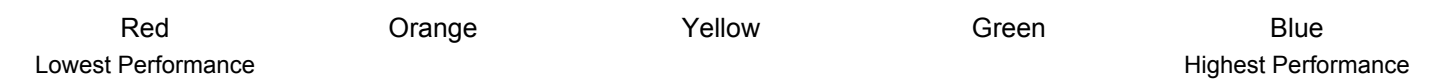
School and Student Performance Data

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.

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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 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

Conclusions based on this data:

1. Not Applicable
2. NA
3. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

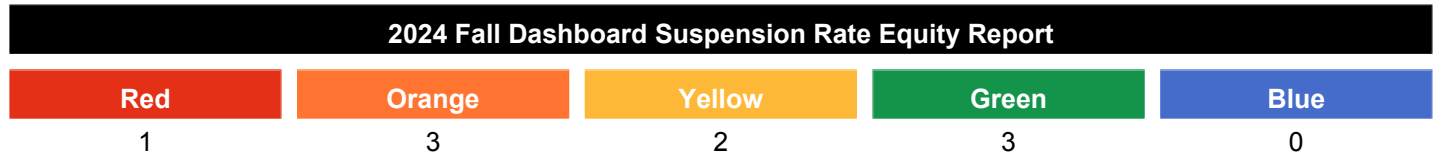
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>4.9% suspended at least one day</div> <div>Declined 3.1%</div> <div>613 Students</div>	<div>English Learners</div> <div> Green</div> <div>1.7% suspended at least one day</div> <div>Declined 3.1%</div> <div>60 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> Orange</div> <div>8.5% suspended at least one day</div> <div>Declined 2.6%</div> <div>47 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>5.4% suspended at least one day</div> <div>Declined 2.2%</div> <div>520 Students</div>

Students with Disabilities  Orange 6.4% suspended at least one day Declined 1.8% 110 Students	African American  Red 15.4% suspended at least one day Increased 0.9% 65 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Orange 3.6% suspended at least one day Maintained 0% 55 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Hispanic  Yellow 4.5% suspended at least one day Declined 2.6% 354 Students
Two or More Races  Green 2.4% suspended at least one day Declined 9.5% 42 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Green 1.4% suspended at least one day Declined 8% 73 Students

Conclusions based on this data:

1. Four out of eight of our sub-groups are classified "Very High" in Suspension Rate.
2. African American students are suspended at the highest rates.
3. Homeless students were suspended at the second highest rate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.

Goal 1

Goal 1 Provide all students with access to a broad and challenging curriculum to ensure all students graduate college/career ready.

Identified Need

Data shows a clear need to focus on student academic performance. Local measures indicate that there is a continued need for emphasis on providing all students with high-quality classroom instruction and continued equitable access to a broad course of study, and standards aligned curriculum. Students need to be equipped with the necessary knowledge, skills, and competencies to succeed in their future academic and professional pursuits. By setting and prioritizing a goal to improve student academic performance, schools and educators can work towards meeting these needs and ensuring that all students have equal opportunities to succeed. The actions within this goal are designed to promote student academic achievement. Ongoing monitoring of both local assessment data and summative assessment data, and the provision of core services will provide evidence of the provision of high quality classroom instruction, equitable access to a broad course of study, and standards-aligned curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Summative Assessment iReady	<p>2024-2025 Data</p> <p>The percentage of students meeting or exceeding ELA standards in each grade level as measured by the CAASPP:</p> <p>3rd- 20% 4th- 44% 5th- 32% 6th- 29% 7th- 28% 8th- 22%</p> <p>The percentage of students at or above grade level on iReady Final Diagnostic:</p> <p>K-6th - 49% 7-8th - 22%</p>	<p>The percentage of 3rd-8th students meeting or exceeding standards on the CAASPP will increase by 10%.</p> <p>The percentage of K-8th students scoring at or above benchmark on the iReady Final Diagnostic will increase to 60%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students to be served by this strategy/activity include all students.

Strategy/Activity

1.1 Offer students a wide variety of reading materials, both fiction and nonfiction, within students' reading level, as well as literacy activities to increase achievement in reading and writing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
15000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students to be served by this strategy/activity include all students.

Strategy/Activity

1.2 Provide instructional supplies needed for small group instruction as a way to differentiate for students in need of either an extension of the curriculum or more support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
6000	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students to be served by this strategy/activity include all students.

Strategy/Activity

1.3 Teachers will have paid collaboration time to look at data, collaborate and plan to differentiate instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3000

Source(s)

Title I Part A: Allocation

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students to be served by this strategy/activity include all students.

Strategy/Activity

1.4 Purchase supplemental materials to support differentiated instruction including RAZ Kids, IMSE, and other District approved programs and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2500

Source(s)

Title I Part A: Allocation

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

K-8 students in need of additional reading support

Strategy/Activity

1.5 A full-time instructional aide will assist the Title I and classroom teachers in providing reading support to students in need of extra support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

36434

Source(s)

Title I Part A: Allocation

Annual Review

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 deleted.

ANALYSIS

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

All Strategy/Activities were implemented as planned. Results were mixed in that some grade levels made improvements while others did not.

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

We plan to focus our afterschool tutoring program on re-teaching the Standards in a different way and not just a time to get homework done.

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 on the District's LEAP initiative.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 2

Goals 2a: Increase the number of students, in grades TK-8th, reading at grade level and above by 10% and performing in Mathematics at grade level and above by 10%.

Identified Need

Grade level reading proficiency is imperative in order for students to first learn to read and then read to learn. If students in younger grades have a weak grasp of the first four elements of reading-phonics, phonemic awareness, fluency, and vocabulary, they will clearly struggle with the fifth element of comprehension. The CCSS require students to read increasingly complex texts while not only understanding the content but being able to articulate reasoned responses to prompts and questions based on the content.

The CAASPP Summative Assessment is one indicator used to determine whether students are meeting or exceeding grade level standards and further developing comprehension skills. According to the 2024-2025 CAASPP results, only 30.3% of 3rd-8th grade Colonial Heights students were meeting or exceeding grade level standards in ELA.

Also, according to a local measure used to assess student reading fluency, DIBELS-8, approximately half of our students in grades 1st -3rd scored at or above benchmark at the beginning of the 23-24 school year.

Results from both assessments indicate a need for continued improvement in the number of all K-8 students meeting each year's grade specific standards.

In addition, according to 2024-2025 CAASPP results, math is still an area of major concern with only 20.4% of our 3rd-8th graders meeting grade level state standards. Although this is down about 2% from the previous year, low scores continue to be a trend on the state-wide assessment as well as local measures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Summative Assessment i-Ready Diagnostic Assessment	2024-2025 Data The percentage of students meeting or exceeding ELA standards in each grade level as measured by the CAASPP: 3rd- 20% 4th- 44% 5th- 32% 6th- 29% 7th- 28%	The percentage of 3rd-8th students meeting or exceeding standards on the CAASPP ELA will increase: 3rd - 30% 4th - 54% 5th - 42% 6th - 39% 7th - 38% 8th - 32%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>8th- 22%</p> <p>The percentage of students at or above grade level on iReady Final Diagnostic: K-6th - 49% 7-8th - 22%</p> <p>The percentage of students meeting or exceeding Math standards in each grade level as measured by the CAASPP: 3rd- 23% 4th- 34% 5th- 17% 6th- 14% 7th- 15% 8th- 16%</p> <p>The percentage of students at or above grade level on iReady Final Diagnostic: K-6th - 40% 7-8th - 16%</p>	<p>The percentage of K-8th students scoring at or above benchmark on the iReady Final Diagnostic will increase to 60%.</p> <p>The percentage of 3rd-8th students meeting or exceeding standards on the CAASPP Math will increase: 3rd - 33% 4th - 44% 5th - 27% 6th - 34% 7th - 25% 8th - 26%</p> <p>The percentage of K-8th students scoring at or above benchmark on the iReady Final Diagnostic will increase to 50%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in grades K-8th

Strategy/Activity

2a.1 Materials and supplies to be used during 30 minutes daily small group instruction based on students' identified needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

13500

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students needing additional support in ELA and Mathematics

Strategy/Activity

2a.2 Teachers will provide after school tutoring in ELA and Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

7500

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2a.3 Provide Transportation to allow students in need of transportation to stay for afterschool tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3000

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2a.4 Teachers will purchase additional manipulatives, teacher resource books, and other materials and/or programs needed to provide support and differentiated instruction for their students in ELA and Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5009

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2a.5 Purchase intervention supplies and services to be used by the Title I teacher and Paraprofessional using Orton-Gillingham and other learning strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3000

Source(s)

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 2-5

Strategy/Activity

2a.6 Teachers will utilize Reflex, a computer based program, to strengthen students' basic math fact fluency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1500

Source(s)

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2a.7 Students will have the opportunity to engage in field trips and school presentations provided by outside agencies to extend their learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

12000

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

2a.8 Increase the number of Students with Disabilities meeting or exceeding standards in ELA and Mathematics. To do this we will focus on implementing evidence-based instructional practices, providing intensive and individualized supports, and strategically adapting the learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

4000

Source(s)

Title I Part A: Allocation

Annual Review

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 deleted.

ANALYSIS

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

Improving students' achievement in reading, writing, and mathematics has been a long term goal of Colonial Heights School. Reviewing data from the 24-25 CAASPP, the majority of students in grades 3rd-8th, are still not reading at grade level or performing at an acceptable level in math. Although some grades saw a slight increase, we still have much work to do in reducing the number of students needing intensive reading support. The same is true of students in grades K-2nd, where iReady is used as an indicator of future reading or math success. Looking at beginning of the year scores for the 24-25 school year, over 1/2 of students in the primary grades are below benchmark with the greatest number of struggling students in the 1st grade. Upon further investigation, we found several of our 1st graders never attended kindergarten. These students are significantly behind their peers.

We will continue to work with all of our struggling students this year during small group time and with the support of our Title I teacher and paraprofessional with the goal of improving student's reading fluency. We will also look to strengthen teacher's capacity by providing adequate training and support in the area of whole group and small group reading instruction. Further, we will ensure students have access to high quality books, supplies, and materials allowing them greater opportunities for success.

Students have historically scored lower in mathematics compared to English Language Arts. According to a 5-year comparison of preliminary CAASPP results, the percentage of students meeting or exceeding standards in mathematics has been 25% or less each year from 2016-present. This number decreased slightly this year after a few years of slight growth. However, there is no argument that the number of students meeting grade level standards is still much too low. While the standards set grade-specific goals, they do not define how the standards should be taught or which materials should be used to support students. The actions and strategies outlined in this year's plan focus on improving teacher capacity, supporting teachers in discussions focused on assessment data and proven teaching methods to improve classroom instruction and student's mathematical understanding.

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

We purchased a large variety of books for our library and classrooms. We also purchased materials to support reading and mathematics instruction in the classroom and additional materials in Title I. Unfortunately, teachers were not able to be given release time for academic conferencing nor were they able to participate in any professional development during the school day due to a lack of substitute teachers. This year the District has set aside several days for teachers to collaborate as part of our LEAP initiative. Also this year, we hope to use i-Ready data to help us set 6 week goals for after school tutoring groups.

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 continue to use DIBELS and iReady throughout the school year to identify students needing additional instructional support. We will also use i-Ready diagnostic results to identify trends and inform priorities and next steps. as well as end of year CAASPP data for grades 3rd-8th to evaluate progress toward goals and instructional effectiveness. We will also take full advantage of the District's LEAP initiative to assist and support our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 3

Goal 2b: Increase the proficiency rates of African American students in mathematics and reading by 20% over the next academic years through targeted instruction, culturally responsive teaching, and expanded access to academic support services.

Identified Need

According to 2024-2025 CAASPP results, 16.7% of our African American students performed at or above grade level in ELA and only 3.7% in Math. This sub-group has been under-performing the last few years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
24-25 CAASPP ELA and Math Summative Assessment 24-25 i-Ready Diagnostic Assessment	<p>The percentage of African American students meeting or exceeding ELA standards was 16.7% and 3.7% in Math standards in each grade level as measured by the 20204-2025 CAASPP:</p> <p>The percentage of students at or above grade level on iReady Final Diagnostic: ELA - 23% Math - 10%</p>	<p>The percentage of 3rd-8th students meeting or exceeding standards on the CAASPP Math will increase: ELA - 36.7% Math - 23.7%</p> <p>The percentage of K-8th students scoring at or above benchmark on the iReady Final Diagnostic will increase to: ELA - 43% Math - 30%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

African American Students

Strategy/Activity

2b.1 Teachers will have paid collaboration time to look at data, collaborate and plan to differentiate instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3000

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

African American Students

Strategy/Activity

2b.2 Teachers will purchase additional manipulatives, teacher resource books, programs, and other materials and/or programs needed to provide culturally responsive instruction for their students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2500

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

African American Students

Strategy/Activity

2b.3 A full-time counselor will provide school based counseling support services to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

16646

Source(s)

Title I Part A: Allocation

Annual Review

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 deleted.

ANALYSIS

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

This is a new goal for this year.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

Goal 4

SPSA Goal 3: The percentage of students reporting positive responses in Academic Challenge and Culture on the Youth Truth Survey will increase to a minimum of 50%.

Identified Need

According to the 2025 Youth Truth Student Survey, slightly over half of 5th-8th graders believe they're being academically challenged at Colonial Heights School and less than 25% of them feel the overall school culture and learning environment is positive. If students do not feel safe nor supported at school, they are less likely to achieve academically.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
24-25 Youth Truth Student Survey	Academic Challenge: 5-6th - 34.7% positive responses 7-8th - 66.8% positive responses Culture: 5-6th - 15% positive responses 7-8th - 36% positive responses *Students in grades K-4 are not surveyed	Increase in the number of positive responses, in both areas, to a minimum of 50%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Students will continue to be recognized through awards and incentives related to PBIS for accomplishments and improvements in behavior/character, attendance, chronic absenteeism, and academics. Along with professional development for staff in developing these processes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

3000

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Teachers, staff, and administration will be trained and continue to implement restorative practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1250

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.3 School facilities including classrooms, materials, and supplies will represent and celebrate students of all backgrounds, cultures, and ethnicities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1500	Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.4 Counselor will use materials and curriculum backed by the ASCA to maximize student success and promote access and equity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1500	Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

7th and 8th Grade Students

Strategy/Activity

3.5 Materials and supplies needed to offer middle school students access to rigorous, standards based courses including a variety of electives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
7500	Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.6 Materials and supplies that will allow students opportunities to extend their learning and improve their social experiences through a variety of clubs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500

Source(s)

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.7 A full-time counselor will provide school based counseling services to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

16646

Source(s)

Title I Part A: Allocation

Annual Review

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 deleted.

ANALYSIS

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

The last couple of year has seen students facing an even greater increase in social emotional and behavioral challenges brought on as we struggle to return to normal after the pandemic. The grief, anxiety, and depression our students felt during the school closure has revealed itself in a variety of ways the last few years. Even though we have seen decreases in the number of violence acts as well as other behavior infractions students struggle to establish and maintain relationships with their peers. All of this affected students' learning and sense of communal support at school.

On top of addressing these needs, teachers found themselves struggling to address issues of learning loss while still moving forward. Many students still have huge gaps in their learning. Teachers have worked to "fill holes" while still adhering to curriculum demands and exposing students to grade level content standards. Strategies and actions identified to support this goal include continuing to implement restorative practices, recognizing students for their

accomplishments in academics, attendance and behavior, addressing students' academic needs in small groups, and making sure the school's media outlets and news celebrates students of all backgrounds, cultures, and ethnicities. New this year, we will bring back student clubs and a middle school advisory period dedicated to social emotional learning in addition to academics.

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

Teachers continued to hold restorative circles weekly or as needed. We also continued to recognize students at our Friday Flag Salutes for achievements in either academics, attendance, and/or behavior. Students regularly attended counseling sessions, both individually and within group settings, and our counselors supported many students and families in need of social-emotional support as heightened needs were presented due to conditions brought on by the pandemic.

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 year, we will get back to awarding/ recognizing students with good attendance as our attendance rates, while improving, are still not where we would like them to be. Our school-wide goal has always been 95% or higher. Also, we will continue to recognize students for accomplishments in academics and behavior as well as support our families still feeling the effects of the pandemic. Additional counseling services will mean more support for these families and our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

Goal 5

Goal 4a: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

Identified Need

Quality leadership fosters a supportive and inclusive environment, empowering both educators and students to thrive. Effective teaching practices not only impart knowledge but also cultivate critical thinking, creativity, and problem-solving skills essential for lifelong learning. Prioritizing high-quality learning experiences ensures that students receive the necessary tools and resources to reach their full potential academically, socially, and emotionally, preparing them to become engaged and productive members of society. Thus, this goal reflects the district's commitment to excellence and equity in education, aiming to nurture well-rounded individuals capable of contributing positively to their communities and beyond. Research shows that appropriately credentialed teachers who reflect the student populations they serve are a critical component of student achievement. In addition, quality professional learning is critical to maintain high-level teaching, leading, and counseling.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Mathematics Scores	<p>2024-2025 Data</p> <p>The percentage of students meeting or exceeding ELA standards in each grade level as measured by the CAASPP:</p> <p>3rd- 20% 4th- 44% 5th- 32% 6th- 29% 7th- 28% 8th- 22%</p> <p>The percentage of students meeting or exceeding Math standards in each grade level as measured by the CAASPP:</p> <p>3rd- 23% 4th- 34% 5th- 17% 6th- 14% 7th- 15%</p>	<p>The percentage of 3rd-8th students meeting or exceeding standards on the CAASPP ELA will increase:</p> <p>3rd - 30% 4th - 54% 5th - 42% 6th - 39% 7th - 38% 8th - 32%</p> <p>The percentage of 3rd-8th students meeting or exceeding standards on the CAASPP Math will increase:</p> <p>3rd - 33% 4th - 44% 5th - 27% 6th - 34% 7th - 25% 8th - 26%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8th- 16%	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4a.1 Teachers and administrators will participate in professional learning as part of the Lincoln Education Alignment Project, which may include peer observations of colleagues at Colonial Heights and other schools in LUSD to improve instructional practice, as well as time for collaboration and data analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5000	Title I Part A: Allocation

Annual Review

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 deleted.

ANALYSIS

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

K-6 and 7/8 ELA and Math teachers worked with their grade level peers throughout the District to identify the most important Standards at each grade level. They developed assessments to identify which students had mastered those Standards and which students were in need of additional support. Many grade levels also had time to do some planning with their district wide peers. During the current year we will be implementing the plans we have put in place and repeating the process with our Mathematics instruction.

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

Various grade levels took longer to reach consensus than others requiring additional time and resources.

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 monitor teacher progress through this process to ensure that all receive appropriate support.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

Goal 6

Goal 4b: The number of English Learner students making progress toward English proficiency will increase 20%.

Identified Need

The percentage of students improving at least one ELPI level has been decreasing for the last several years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	2023-2024 Data 28.6% of EL students progressed at least one ELPI level	Increase number of students progressed at least one ELPI level to 48.6%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

4b.1 Provide teachers and administrators with professional development and coaching to support ongoing implementation of designated and integrated ELD to increase achievement for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2500	Title I Part A: Allocation

Annual Review

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 deleted.

ANALYSIS

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

This is a new Goal for this year.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5: Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.

Goal 7

Goal 5a: The response rate for the Youth Truth Family Survey will increase by a minimum of 34%, representing responses from at least half of our families.

Identified Need

The 2025 Youth Truth Family Survey had a 17% response rate, which is up 5% from the previous school year. Families' perceptions of school culture, engagement and relationships is important in that it provides us feedback on areas of improvement and helps school staff to work collaboratively with parents to support students' well-being and academic achievement. By improving our response rate, we will better understand our families' needs and in turn better serve them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Family Survey	2024-2025 Data: 17% response rate for families	Increase number of families responding to the survey by a minimum of 33%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5a.1 Use Parent Square consistently to send messages to families and inform them of events and other important information pertinent to the school or their child.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5a.2 Allow for parents to become more actively involved in committees and/or councils on the school site by regularly inviting them to meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

Title I Part A: Allocation

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5a.3 Increase number of parents accessing Parent Square, Colonial Heights' Facebook page, and Instagram by reaching out during Back to School Night, parent-teacher conferences, and phone calls.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

Title I Part A: Allocation

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5a.4. Invite families to school for a variety of student/family events such as "Math Night", "Science Night", "Literature Night", and "STEAM Day".

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

7500	Title I Part A: Allocation
2489	Title I Part A: Parent Involvement

Annual Review

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 deleted.

ANALYSIS

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

Parent involvement overall has suffered since the pandemic and restrictions placed upon schools. Now that families are allowed back on school campuses they seem reluctant to do so. We have been able to hold PTSA events, a movie night, and two other spring events: Young Writer's Showcase for K-2, our Talent Show, Literature Night, and Math/Science Night for all grade levels. This once again affected our ability to build and maintain strong relationships with our families. We continue to work hard to build memorable events for our students and continue to look for better ways to share these with our families. We are building our Social Media presence to facilitate communication. In addition, we have 849 parents signed up for Parent Square. We will continue to use these platforms as our primary means for communicating with our families. We will also continue to offer parent-teacher conferences in-person, allowing for more participation.

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

We finally have many more opportunities to invite families onto the Colonial Heights campus, but unfortunately parents seem reluctant to return. Consequently, we did not expend all of the funds budgeted in this area. We hope to change that trend this year.

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 continue to strive for improved communication with our families with a goal of increasing the number of families accessing our platforms, attending school events, and accessing the Youth Truth Survey.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5: Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.

Goal 8

Goal 5b: Decrease the number of students classified with Chronic Absenteeism

Identified Need

During the 2024-25 school year 21.6% of our students were classified with Chronic Absenteeism. This is down from 33.9% two years before.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students classified with Chronic Absenteeism.	Percent of Students with Chronic Absenteeism 2024-25 - 21.6%	Reduce Chronic Absenteeism by 5% school wide.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5b.1 Use of time sheeting of classified staff as needed to address student need and support our At-Risk students and their families in reaching attendance goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5b.2 Provide students with incentives and awards for improved attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2000

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5b.3 Additional supplies to address attendance goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1500

Source(s)

Title I Part A: Allocation

Annual Review

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 deleted.

ANALYSIS

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

The steps we took last two years reduced our chronic absenteeism by 12.3% but we still have one-fifth of our students classified as Chronic Absent.

Briefly 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 implement this goal as planned.

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

We have restructured the classified position that assisted in implementing our attendance goals. They will be here 5 half days instead of 3 full days.

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	187985	0.00
Title I Part A: Parent Involvement	2489	0.00

Total Funding Allocation: 190,474

This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	187,985.00
Title I Part A: Parent Involvement	2,489.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically):
190,474.00

School Site Council Membership

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

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

Name of Members	Role
Lance Morrow	Principal
Jeanne Guillory	Classroom Teacher
Julie Innes	Classroom Teacher
Sarah Walker	Classroom Teacher
Martina Howard	Parent or Community Member
Daniel McNamara	Parent or Community Member
Nicole Morales	Parent or Community Member
Laura Respicio	Parent or Community Member
Adienne Reyes	Parent or Community Member
Lisa Blount	Other School Staff

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

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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