



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hermosa Drive Elementary School	30-66506-6028062	03/24/2025	Jan. 16, 2024

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

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

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

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

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

Schoolwide Program

Comprehensive Needs Assessment: Hermosa Drive is conducting an in-depth analysis of student performance data, stakeholder input, and equity gaps to inform decision-making and prioritize resources.

Goal Alignment: Ensuring ESSA goals and LCAP priorities are interconnected, emphasizing student achievement, closing opportunity gaps, and fostering school climate improvements.

Integration of Programs: Coordinating funding sources (Title II, III, IV, and LCFF) to support cohesive strategies for instruction, intervention, and professional development.

Targeted Interventions: Implementing evidence-based programs and progress monitoring systems to address the diverse needs of all students, including English Learners, students with disabilities, and socioeconomically disadvantaged populations.

Stakeholder Engagement: At Hermosa Drive we involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities.

Ongoing Evaluation: We have continuous cycles of monitoring and evaluating outcomes to adjust plans and maintain compliance with ESSA and LCAP requirements.

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

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Plan Description

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

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Targeted Interventions: Implementing evidence-based programs and progress monitoring systems to address the diverse needs of all students, including English Learners, students with disabilities, and socioeconomically disadvantaged populations.

Stakeholder Engagement: At Hermosa Drive we involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities.

Ongoing Evaluation: We have continuous cycles of monitoring and evaluating outcomes to adjust plans and maintain compliance with ESSA and LCAP requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

How:

At Hermosa Drive we analyze school-wide and subgroup data to identify areas of strength and improvement.

Aligning goals with the Local Control and Accountability Plan (LCAP) and ESSA requirements.

Gathering stakeholder feedback through surveys, focus groups, and meetings.

When:

August-September: Stakeholder consultation through HRS survey and school site council meeting and initial data review for the SPSA.

October-November: Drafting of goals, strategies, and resource allocations.

December-January: Sharing the draft SPSA for feedback and approval.

February-May: Progress monitoring and mid-year adjustments.

June-July: Conducting the Annual Review and setting priorities for the next cycle.

With Whom:

School Site Council (SSC): Primary body for approval and feedback on SPSA goals, budgets, and plans.

English Learner Advisory Committee (ELAC): Ensured alignment of strategies with the needs of English Learners.

Staff Members: Teachers and support staff contributed insights during professional learning community (PLC) meetings and staff development days.

Parents and Families: Provided input via schoolwide surveys, parent workshops, and community forums.

Students: Gathered student perspectives through surveys and focus groups.

District Personnel: Consulted for technical assistance and alignment with districtwide priorities and compliance requirements.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the 2024 California School Dashboard, Hermosa Drive Elementary School does not have any state indicators in the red performance category. However, one indicator falls within the orange category: mathematics for English Learners. This group received an orange rating, performing 59.5 points below standard, with a decline of 22.1 points from the previous year. All other indicators are in yellow, green, or blue, demonstrating overall positive performance across the school.

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

At Hermosa Drive Elementary School, an analysis of the 2024 California School Dashboard reveals that two student groups are performing two or more performance levels below the "All Students" group on specific state indicators. In English Language Arts (ELA), the Hispanic student group received an Orange performance level, while the "All Students" group was rated Green, indicating a significant gap in achievement. Similarly, in Mathematics, the English Learner student group received an Orange performance level, two levels below the Green rating for the "All Students" group.

Other Needs

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

According to locally collected data, including formative assessments, surveys, and individualized support plans, Hermosa Drive Elementary School has seen growth in mathematics among all subgroups. While the California School Dashboard provides a broad overview of student performance, our internal data reflects a more nuanced picture of student progress. Formative assessments show steady improvement in problem-solving skills and conceptual understanding across all grade levels, while teacher observations and student work samples indicate increased confidence and engagement in math tasks. Additionally, survey responses from students and teachers highlight the positive impact of differentiated instruction and targeted interventions, particularly for students receiving individualized support.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.32%	0.33%	0.33%	1	1	1
African American	1.58%	1.99%	1.32%	5	6	4
Asian	11.39%	13.25%	13.58%	36	40	41
Filipino	0.63%	0.99%	0.99%	2	3	3
Hispanic/Latino	56.65%	55.63%	57.28%	179	168	173
Pacific Islander	0%	%	%	0		
White	21.52%	21.19%	20.53%	68	64	62
Two or More Races	7.91%	6.62%	5.96%	25	20	18
Not Reported	0%	%	%	0		
Total Enrollment				316	302	302

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			30
Kindergarten	42	30	
Grade 1	32	40	
Grade 2	48	31	
Grade3	40	50	
Grade 4	49	36	
Grade 5	47	46	
Grade 6	46	46	
Total Enrollment	316	302	

Conclusions based on this data:

1.

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	52	50	43	16.5%	16.6%	14.2%
Fluent English Proficient (FEP)	22	16	20	7.0%	5.3%	6.6%

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39	48	33	38	47	32	38	47	32	97.4	97.9	97
Grade 4	48	38	50	47	36	49	47	36	49	97.9	94.7	98
Grade 5	46	48	39	45	47	38	45	47	38	97.8	97.9	97.4
Grade 6	46	50	44	44	49	44	44	49	44	95.7	98	100
All Grades	179	184	166	174	179	163	174	179	163	97.2	97.3	98.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2496.	2425.	2469.	52.63	31.91	37.50	21.05	10.64	28.13	15.79	27.66	25.00	10.53	29.79	9.38
Grade 4	2470.	2530.	2483.	27.66	50.00	36.73	21.28	11.11	10.20	19.15	25.00	26.53	31.91	13.89	26.53
Grade 5	2521.	2524.	2571.	31.11	34.04	52.63	20.00	23.40	15.79	17.78	19.15	21.05	31.11	23.40	10.53
Grade 6	2559.	2546.	2562.	31.82	20.41	29.55	27.27	34.69	34.09	29.55	26.53	25.00	11.36	18.37	11.36
All Grades	N/A	N/A	N/A	35.06	32.96	38.65	22.41	20.67	21.47	20.69	24.58	24.54	21.84	21.79	15.34

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52.63	27.66	21.88	42.11	53.19	62.50	5.26	19.15	15.63
Grade 4	27.66	38.89	30.61	51.06	52.78	53.06	21.28	8.33	16.33
Grade 5	31.11	27.66	31.58	55.56	59.57	57.89	13.33	12.77	10.53
Grade 6	20.45	22.45	27.27	70.45	53.06	56.82	9.09	24.49	15.91
All Grades	32.18	28.49	28.22	55.17	54.75	57.06	12.64	16.76	14.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.00	21.28	31.25	36.84	51.06	53.13	13.16	27.66	15.63
Grade 4	21.28	38.89	22.45	53.19	50.00	57.14	25.53	11.11	20.41
Grade 5	17.78	29.79	42.11	55.56	53.19	52.63	26.67	17.02	5.26
Grade 6	25.00	24.49	40.91	54.55	61.22	50.00	20.45	14.29	9.09
All Grades	27.59	27.93	33.74	50.57	54.19	53.37	21.84	17.88	12.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.58	14.89	18.75	63.16	68.09	71.88	5.26	17.02	9.38
Grade 4	17.02	19.44	16.33	74.47	75.00	63.27	8.51	5.56	20.41
Grade 5	26.67	23.40	23.68	60.00	63.83	71.05	13.33	12.77	5.26
Grade 6	20.45	16.33	13.64	77.27	73.47	77.27	2.27	10.20	9.09
All Grades	23.56	18.44	17.79	68.97	69.83	70.55	7.47	11.73	11.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.95	14.89	28.13	65.79	70.21	59.38	5.26	14.89	12.50
Grade 4	10.64	36.11	18.37	72.34	61.11	65.31	17.02	2.78	16.33
Grade 5	26.67	21.28	31.58	53.33	65.96	60.53	20.00	12.77	7.89
Grade 6	22.73	14.29	9.09	68.18	73.47	79.55	9.09	12.24	11.36
All Grades	21.84	20.67	20.86	64.94	68.16	66.87	13.22	11.17	12.27

Conclusions based on this data:

1. Students performed best in 'Writing: Producing clear and purposeful writing' with 38.78% of all students in third through sixth grades scoring above standard. Third grade scored 31.25% above standard, fourth grade scored 29.07% above standard, fifth grade scored 54.17% above standard, and sixth grade scored 41.11% above standard.

2. Students performed well in 'Reading: Demonstrating understanding of literacy and non-fictional texts' with 35.26% of all students in third through sixth grades scoring above standard. Third grade scored 34.38% above standard, fourth grade scored 23.26% above standard, fifth grade scored 50.00% above standard, and sixth grade scored 35.56% above standard.

With 30.77% of our third through sixth graders not meeting the reading standards, we will work to ensure that we are able to meet the needs of these students through all three tiers of response to intervention. Students will be supported in class, in grade level, and with small group instruction from our Rtl coach and two instructional aides three to four times a week. Progress monitoring will take place twice a month with new target skills every six to eight weeks.

3. In 'Research/Inquiry: Investigating, analyzing, and presenting information', 33.33% of all students in third through sixth grades scoring above or at/near standard. Third grade scored 32.81% above standard, fourth grade scored 20.93% above standard, fifth grade scored 44.44% above standard, and sixth grade scored 36.67% above standard. We will be focusing heavily on performance tasks throughout the school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39	48	33	38	47	32	38	47	32	97.4	97.9	97
Grade 4	48	38	50	47	37	50	47	37	50	97.9	97.4	100
Grade 5	46	48	39	45	47	38	45	47	38	97.8	97.9	97.4
Grade 6	46	50	44	44	49	44	44	49	44	95.7	98	100
All Grades	179	184	166	174	180	164	174	180	164	97.2	97.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2495.	2453.	2463.	47.37	29.79	37.50	21.05	36.17	28.13	18.42	14.89	9.38	13.16	19.15	25.00
Grade 4	2497.	2539.	2488.	29.79	43.24	32.00	17.02	16.22	26.00	34.04	29.73	20.00	19.15	10.81	22.00
Grade 5	2511.	2517.	2559.	26.67	29.79	36.84	13.33	10.64	15.79	26.67	27.66	26.32	33.33	31.91	21.05
Grade 6	2553.	2533.	2559.	31.82	28.57	29.55	22.73	14.29	11.36	25.00	22.45	38.64	20.45	34.69	20.45
Grade 11															
All Grades	N/A	N/A	N/A	33.33	32.22	33.54	18.39	19.44	20.12	26.44	23.33	24.39	21.84	25.00	21.95

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	57.89	44.68	40.63	26.32	40.43	40.63	15.79	14.89	18.75
Grade 4	31.91	43.24	42.00	42.55	43.24	34.00	25.53	13.51	24.00
Grade 5	24.44	29.79	39.47	42.22	44.68	42.11	33.33	25.53	18.42
Grade 6	36.36	26.53	27.27	43.18	34.69	45.45	20.45	38.78	27.27
Grade 11									
All Grades	36.78	35.56	37.20	39.08	40.56	40.24	24.14	23.89	22.56

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.74	34.04	28.13	44.74	51.06	46.88	10.53	14.89	25.00
Grade 4	29.79	37.84	20.00	46.81	54.05	54.00	23.40	8.11	26.00
Grade 5	20.00	25.53	28.95	44.44	40.43	60.53	35.56	34.04	10.53
Grade 6	22.73	28.57	29.55	59.09	34.69	50.00	18.18	36.73	20.45
All Grades	28.74	31.11	26.22	48.85	44.44	53.05	22.41	24.44	20.73

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.74	27.66	43.75	42.11	53.19	37.50	13.16	19.15	18.75
Grade 4	29.79	40.54	24.00	59.57	45.95	50.00	10.64	13.51	26.00
Grade 5	22.22	23.40	31.58	53.33	53.19	50.00	24.44	23.40	18.42
Grade 6	29.55	24.49	29.55	54.55	44.90	47.73	15.91	30.61	22.73
All Grades	31.03	28.33	31.10	52.87	49.44	46.95	16.09	22.22	21.95

Conclusions based on this data:

1. Students performed best in 'Concepts & Procedures: Applying mathematical concepts and procedures' with 40.13% of all students in third through sixth grades scoring above standard. Third grade scored 34.38% above standard, fourth grade scored 34.88% above standard, fifth grade scored 50.68% above standard, and sixth grade scored 40.66% above standard. Cognitively Guided Instruction (CGI) math strategies and Freckle were used in Kindergarten-6th grades. Simple Solutions math workbooks were used in 3rd-6th grades.
2. For 'Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems', with 36.62% of all students in third through sixth grades scoring above standard. Third grade scored 32.81% above standard, fourth grade scored 27.91% above standard, fifth grade scored 47.95% above standard, and sixth grade scored 38.46% above standard.
3. The overall mathematics score for Hermosa Drive students indicates that while most students are demonstrating some degree of success- we still have students struggling with Common Core standards. In third grade, 76.56% of students demonstrate that they have met, nearly met, or exceeded standards. In fourth grade, 62.79% of students demonstrate that they have met, nearly met, or exceeded standards. In fifth grade, 67.12% of students demonstrate that they have met, nearly met, or exceeded standards. In sixth grade, 64.84% of students demonstrate that they have met, nearly met, or exceeded standards. Students require ongoing support to gain mastery of standards. Teachers will continue to attend professional development and be given time for planning

and collaboration with colleagues to ensure success for all students. We will also be providing after-school math intervention for grades 3rd-6th.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	8	7
1	*	*	*	*	*	*	*	*	*	4	4	4
2	*	*	*	*	*	*	*	*	*	7	4	6
3	*	*	*	*	*	*	*	*	*	5	8	*
4	1514.2	*	*	1516.3	*	*	1511.6	*	*	12	7	8
5	*	*	*	*	*	*	*	*	*	10	9	4
6		*	*		*	*		*	*		7	6
All Grades										44	47	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	25.00	*	*	33.33	*	*	33.33	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	11.36	10.64	5.26	45.45	34.04	21.05	31.82	40.43	55.26	11.36	14.89	18.42	44	47	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	50.00	*	*	41.67	*	*	8.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	20.45	21.28	10.53	59.09	46.81	34.21	20.45	23.40	34.21	0.00	8.51	21.05	44	47	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
3	0.00	*	*	7.14	*	*	64.29	*	*	28.57	*	*	14	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	9.09	2.13	2.63	27.27	23.40	15.79	40.91	48.94	50.00	22.73	25.53	31.58	44	47	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	29.55	12.77	10.53	65.91	76.60	60.53	4.55	10.64	28.95	44	47	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	25.00	*	*	75.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	29.55	38.30	21.05	65.91	44.68	55.26	4.55	17.02	23.68	44	47	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	13.64	2.13	2.63	54.55	65.96	52.63	31.82	31.91	44.74	44	47	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	16.67	*	*	83.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	18.18	10.64	5.26	75.00	74.47	78.95	6.82	14.89	15.79	44	47	38

Conclusions based on this data:

1. Overall English language proficiency among English Learners at Hermosa Drive has remained stable, with slight improvements in some areas. The percentage of students making progress in English language development increased by 3.8%, indicating that targeted language support strategies are having a positive impact.
2. Oral language skills, including listening and speaking, show stronger performance compared to written language skills. A higher percentage of students scored in the "Well Developed" category in the speaking and listening domains, while reading and writing continue to be areas of growth. This suggests a need for additional support in structured writing instruction and reading comprehension strategies.
3. While some subgroups are showing progress, gaps in performance remain, particularly in reading and writing. The percentage of students at lower performance levels in these domains highlights the importance of continued instructional focus on academic vocabulary, sentence structure, and comprehension to ensure English Learners develop proficiency across all language domains

School and Student Performance Data

Student Population

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

2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
302	49.7%	14.2%	0.7%

Total Number of Students enrolled in Hermosa Drive Elementary School.

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

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

Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	43	14.2%
Foster Youth	2	0.7%
Homeless	0	0.0%
Socioeconomically Disadvantaged	150	49.7%
Students with Disabilities	63	20.9%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	4	1.3%
American Indian	1	0.3%
Asian	41	13.6%
Filipino	3	1%
Hispanic	173	57.3%
Two or More Races	18	6%
Pacific Islander	0	0.0%
White	62	20.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Green

English Learner Progress



No Performance Color

Conclusions based on this data:

1. Hermosa Drive continues to demonstrate strong academic performance, with students performing above state standards in key subject areas. The school earned a Green performance level in both English Language Arts and Mathematics, reflecting the effectiveness of instructional strategies and student engagement in learning. This success highlights the dedication of teachers, staff, and families in fostering a high-achieving academic environment.

2. Targeted support for English Learners and specific student groups remains a priority to close achievement gaps. While overall school performance is strong, some student groups, particularly English Learners in Mathematics, received an Orange performance level, indicating a need for additional instructional focus. The school has already taken proactive steps by implementing professional development and strategies aimed at improving math instruction for English Learners, ensuring all students receive the support they need to succeed.
3. Student engagement and well-being remain a focus, with positive trends in attendance and school climate. Chronic absenteeism decreased compared to the previous year, demonstrating the effectiveness of schoolwide efforts to promote attendance and family engagement. Additionally, the school's Blue performance level in suspension rates reinforces that Hermosa Drive is fostering a safe, inclusive, and supportive learning environment where students feel valued and encouraged to succeed.

School and Student Performance Data

Academic Performance English Language Arts

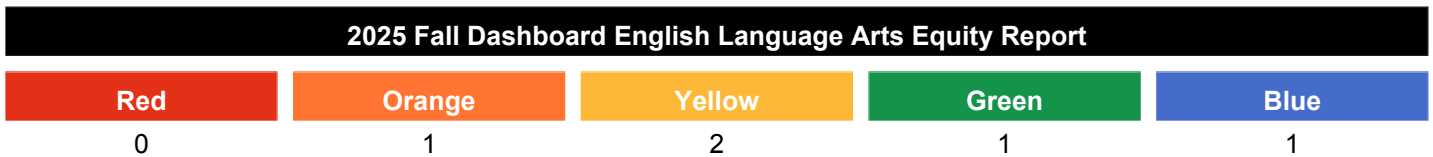
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>35.4 points above standard</p> <p>Increased 14.1 points</p> <p>162 Students</p>	<p>English Learners</p> <p> Orange</p> <p>31.3 points below standard</p> <p>Maintained 0 points</p> <p>37 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>6.5 points below standard</p> <p>Increased 15 points</p> <p>85 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>22 points below standard</p> <p>Increased 4.6 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>103.5 points above standard</p> <p>Increased 7.5 points</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>2.8 points above standard</p> <p>Increased 17.4 points</p> <p>84 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>51.3 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>56.2 points above standard</p> <p>Increased 4.4 points</p> <p>37 Students</p>

Conclusions based on this data:

1. Overall, students at Hermosa Drive are excelling in English Language Arts, performing above the state standard. The school earned a Green performance level, with students scoring 21.3 points above the standard. This reflects the impact of high-quality instruction, effective literacy strategies, and student engagement in reading and writing.
2. While overall performance is strong, some student groups need additional support to close achievement gaps. Hispanic students received an Orange performance level, scoring 14.7 points below the standard, while English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities were in the Yellow category. Despite these gaps, some of these groups showed improvement, reinforcing the effectiveness of targeted literacy interventions and differentiated instruction.
3. Hermosa Drive's focus on literacy development is making a difference, with continued efforts to strengthen reading and writing skills. The school's implementation of research-based literacy programs, small-group instruction, and data-driven interventions is fostering student growth. By continuing to prioritize early literacy support, phonics instruction, and comprehension strategies, the school is well-positioned to enhance student achievement and further close learning gaps.

School and Student Performance Data

Academic Performance Mathematics

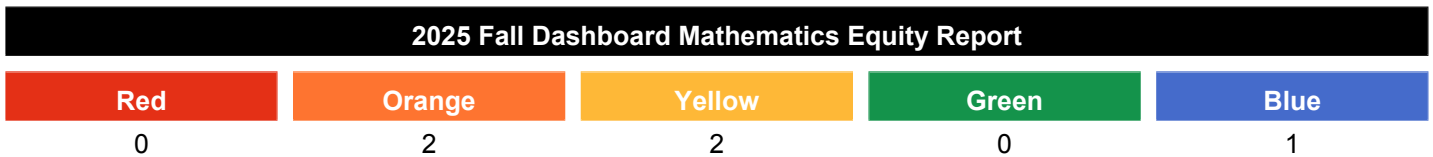
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>17.7 points above standard</p> <p>Increased 5.2 points</p> <p>162 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>42.9 points below standard</p> <p>Increased 16.7 points</p> <p>37 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>28.9 points below standard</p> <p>Increased 10.2 points</p> <p>85 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>37.8 points below standard</p> <p>Maintained -1.1 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>108.9 points above standard</p> <p>Increased 15.5 points</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>30.7 points below standard</p> <p>Declined 6.1 points</p> <p>84 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>64.7 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>54.4 points above standard</p> <p>Increased 12.4 points</p> <p>37 Students</p>

Conclusions based on this data:

1. Hermosa Drive will prioritize continued supports for students that are English language learners.
2. Hermosa Drive will prioritize continued supports for students with disabilities.
3. Hermosa Drive will prioritize continued supports socioeconomically disadvantages students.

School and Student Performance Data

Academic Performance Science

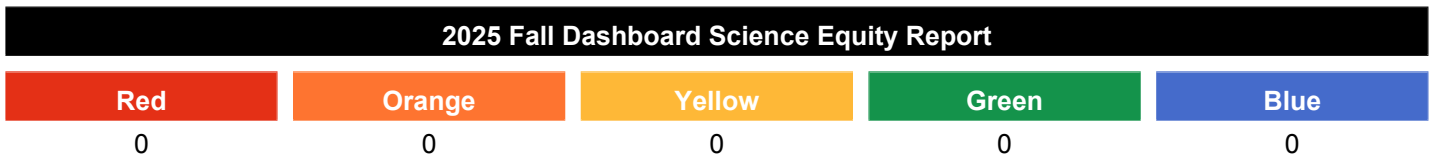
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>66 science points</p> <p>Increased 10.3 points</p> <p>36 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>58.4 science points</p> <p>Increased 12.2 points</p> <p>17 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 61.7 science points Increased 16.5 points 23 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 34.5 making progress. Number Students: 29 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 34.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 31%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 34.5%

Conclusions based on this data:

- English Learners at Hermosa Drive are making steady progress in language proficiency. The school received a Yellow performance level, with 43.2% of English Learners making progress toward English proficiency, reflecting a 3.8% increase from the previous year. This growth highlights the effectiveness of structured English language development (ELD) instruction, targeted interventions, and supportive classroom strategies.
- Despite progress, a significant percentage of English Learners still require additional support to reach proficiency. While nearly half of the English Learners demonstrated growth, a large portion of students remain below proficiency levels, particularly in reading and writing. Continued focus on academic vocabulary, comprehension strategies, and writing support will be essential to further accelerate progress.
- Hermosa Drive is committed to strengthening English Learner achievement through professional development and instructional strategies. This year, the school intentionally added professional learning focused on EL math improvement, recognizing that language development is interconnected with success in all subject areas. By continuing to integrate language support across the curriculum, provide small-group instruction, and use data-driven interventions, Hermosa Drive is creating a strong foundation for English Learners to thrive academically.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

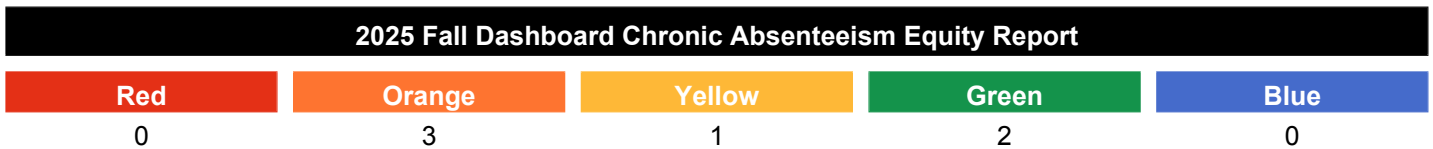
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>9.5% Chronically Absent</p> <p>Declined 0.7</p> <p>315 Students</p>	<p>English Learners</p> <p> Green</p> <p>6.4% Chronically Absent</p> <p>Declined 4.9</p> <p>47 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>12.1% Chronically Absent</p> <p>Declined 4.4</p> <p>165 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>17.8% Chronically Absent</p> <p>Increased 9.1</p> <p>73 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>9.3% Chronically Absent</p> <p>Increased 4.4</p> <p>43 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>12.1% Chronically Absent</p> <p>Increased 0.7</p> <p>182 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 14.3</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>4.8% Chronically Absent</p> <p>Maintained 0.1</p> <p>63 Students</p>

Conclusions based on this data:

1. Hermosa Drive has made progress in reducing chronic absenteeism, reflecting successful attendance initiatives. The school received a Yellow performance level, with a 10.2% chronic absenteeism rate, marking a 2.2% improvement from the previous year. This decline suggests that schoolwide efforts to promote attendance, including family engagement, student incentives, and clear communication about the importance of attendance, are making a positive impact.
2. Some student groups continue to experience higher rates of chronic absenteeism, requiring continued intervention. English Learners (11.3%) and Socioeconomically Disadvantaged students (16.6%) received an Orange performance level, indicating a need for targeted strategies to address barriers to attendance. Strengthening personalized outreach, transportation support, and partnerships with families can help improve attendance for these groups.
3. Hermosa Drive's focus on student engagement and school climate is creating a positive learning environment that encourages regular attendance. With ongoing efforts in social-emotional learning, PBIS initiatives, and a welcoming school culture, students are motivated to attend school consistently. By continuing to build strong relationships with families and identifying early warning signs of absenteeism, the school can further reduce chronic absenteeism and support student success.

School and Student Performance Data

Conditions & Climate Suspension Rate

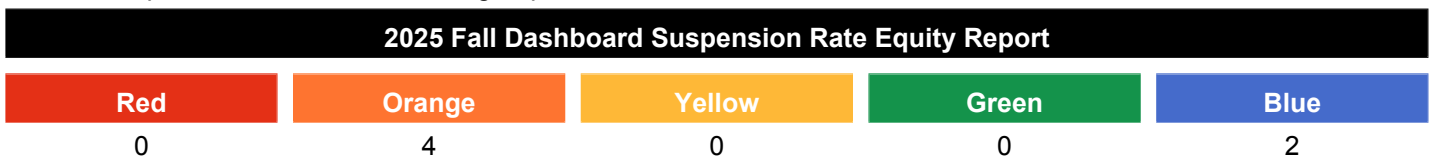
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.9%</p> <p>321 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 2.1%</p> <p>47 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8%</p> <p>168 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>73 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>44 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1%</p> <p>185 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5% suspended at least one day</p> <p>Increased 5%</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>64 Students</p>

Conclusions based on this data:

1. Hermosa Drive fosters a positive and inclusive school environment, with no students suspended in the past year. The school received a Blue performance level, the highest possible rating, with a 0% suspension rate, reflecting a 0.9% decrease from the previous year. This demonstrates the success of proactive behavior management strategies, strong relationships between students and staff, and a focus on restorative practices.
2. The school's commitment to social-emotional learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) is contributing to a safe and respectful school climate. By prioritizing clear behavior expectations, student recognition programs, and conflict resolution strategies, Hermosa Drive has built a supportive atmosphere where students feel valued and safe, reducing the need for disciplinary actions.
3. Continued investment in student well-being and proactive interventions will help sustain this positive trend. By expanding SEL programs, strengthening peer mentorship opportunities, and maintaining strong family partnerships, Hermosa Drive can ensure that students remain engaged, respected, and supported in their learning environment. The school's focus on positive discipline rather than punitive measures sets a strong foundation for continued student success.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

ENGLISH LANGUAGE ARTS

By Spring 2025, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

By Spring 2025, the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from +21.3 to +24.3 ,both overall and for significant subgroups (Students with Disabilities, English Learners, Hispanics, and Socioeconomically Disadvantages).

By Spring 2025, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

By Spring 2025, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the district diagnostic one results , both overall and for significant subgroups (Students with Disabilities, English Learners, Hispanics, and Socioeconomically Disadvantages).

By Spring 2025, the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from +12.5 to +15.5.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

Identified Need

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

Performance Gaps Among Student Groups:

English Learners: This group is performing below their peers in both ELA and mathematics, highlighting a significant achievement gap.

Socioeconomically Disadvantaged Students: These students exhibit lower academic performance and higher absenteeism rates compared to their peers.

Steps Taken to Address These Areas:

Targeted Academic Interventions: Implementation of specialized instruction and RTI programs and differentiated instruction strategies to support struggling students.

Professional Development: Ongoing training for teachers to employ evidence-based instructional practices aimed at improving student outcomes and to close the achievement gap.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Data	D2 - 2025 Data	Increase by 10%
SBAC	2025 Data	Increase by 3 point
Benchmark Testing	Fall 2025 Data	Increase by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>All teachers will implement State Adopted Common Core Curriculum Standards</p> <ul style="list-style-type: none"> Each grade level PLC team will collaborate to review standards and curriculum. Each PLC will make sure all content within the curriculum are being taught and that 100% of students demonstrate proficiency and/or progressive growth on identified Guaranteed and Viable Standards. All teachers will actively participate in curriculum planning days to ensure that the curriculum pacing is being implemented with fidelity and that teachers are collaborating on appropriate utilization of curricular materials to support student needs based on multiple measures. Curriculum goals and expected outcomes will be communicated to students and parents via parent conferences and report cards. <p>-Diversity, equity and inclusive instructional practices.</p> <ul style="list-style-type: none"> ELA Strategies First Best Instruction via Marzano Strategies Writer's Workshop Response to Intervention (Rtl) Thinking Maps RSP push-in/pull-out 	All Students	<p>2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Support</p> <p>10,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide Support</p> <p>500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Reproduction costs</p> <p>5,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies</p> <p>1,000 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Teachers Benefi</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • Whole class and small group instruction • Flowcabulary • Brain Pop Jr. & Brain Pop • Charts and graphic organizers • Systematic and integrated ELD Instruction • SDAIE and GLAD strategies • GATE depth and complexity icons • Comparison and contrast strategies • Reading comprehension strategies • Technology integration • Cloze Reading Strategies • Peer Assisted Learning Strategies (PALS) • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) <p>Mathematics</p> <ul style="list-style-type: none"> • Go Math! adaption • Response to Intervention (Rtl) • RSP push-in/pull-out • Hands-on manipulatives • Small group instruction • Differentiation of process, product, and content • GATE depth and complexity icons • Review/preview of math vocabulary and concepts • Integration across the curriculum • STEAM 		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • BrainPop Jr. & Brain Pop • Khan Academy • Application to the real world • Ten Marks • Marcy Cook Tiles • Math Their Way • CGI • Simple Solutions (grades 2nd-6th) • Touch Math <p>-Kangaroo Math</p> <ul style="list-style-type: none"> • DELTA Math Intervention Club • Math Olympiad • Math Field Day • Rubik's Cube Challenge 		
1.2	<p>Professional Learning Community (PLC) Model for Collaboration and Teacher Professional Development</p> <ul style="list-style-type: none"> • Bi-weekly grade level meetings • Marzano Design Elements • Vertical grade level articulation • Systematic ELD training • CGI training • Art Journal training • NGSS training • Writer's Workshop training • Thinking Maps training • District Staff Development Wednesdays • Instructional technology training • High Reliability Schools- Levels 1 & 2 	All Students	<p>38,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE Teacher</p> <p>5,000 LCFF - Base 2000-2999: Classified Personnel Salaries PE Recreational Aide</p> <p>1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers</p> <p>3,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies</p> <p>2800 LCFF - Base</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • 3th & 4th Grade Layover Lessons • Restorative Circles training • Speech and Debate Team Consultant needs. 		5800: Professional/Consulting Services And Operating Expenditures Consultants
1.3	<p>Student Support Strategies</p> <ul style="list-style-type: none"> • Rtl Coach/Language lesson (30-40 minutes 4 times a week) • After- school intervention and tutoring • Provide meaningful homework • At-home reading log • One-on-one tutoring • Saturday School • Small group instruction • Parent volunteers • In-class interventions and re-teaching • Peer tutoring • Reading buddies • School-based resource help • School-based speech and language • Differentiated instruction • GATE enrichment • ELD Intervention • 1 Rtl instructional aide • Inclusion co-teach classrooms (grades 3 & 4) 	All Students	<p>6,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
1.4	<p>School/Home/Community Tools</p> <ul style="list-style-type: none"> • School and teacher websites • Parent volunteers in classrooms & field trips • Parent Illuminate access 	All Students	<p>200 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office Clerk- Extra Hours</p> <p>300 LCFF - Base</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • Weekly Connect Ed messages • Partnership with the Anaheim Ducks • Partnership with Cal State Fullerton & Hope International University • Read Across America activities • Thursday folders • Grade-level Service Learning projects • Parent/staff surveys each trimester • Suggestion Box • High Reliability Schools Survey 		<p>4000-4999: Books And Supplies Supplies</p> <p>None Specified None Specified</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Technology and Digital Literacy

Hermosa Drive's students and staff will have appropriate access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences via science, technology, robotics, engineering, arts, and mathematics (STREAM) as measured by all teachers completing common sense media lessons.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

Identified Need

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

To ensure the effective integration of technology in instruction and operations, we aim to systematically replace aging technology and infrastructure as it becomes outdated or non-functional.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to age appropriate technology	Start of the school year - 0%	100% of all Students.
Completion of Common Sense Media Lessons - yearly	Start of the school year - 0%	100% of all Students.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Support for Understanding of 21st Century Standards Focus on 21st Century Skills, Content Knowledge and Expertise</p> <ul style="list-style-type: none"> Build teacher understanding throughout core curriculum as well as 21st century interdisciplinary themes Emphasize deep understanding of the SAMR Model. 	All Students	<p>500 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Staff Development</p> <p>17616 LCFF - Base 4000-4999: Books And Supplies Supplies and Materials</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • Engage students with the real world data, tools, and experts that they will encounter in college, on the job, and life in general. <p>Instructional technology - 1:1 iPad Program (in grades 1-6)</p> <ul style="list-style-type: none"> • Emphasize relevance of curriculum to real-life application. • Teachers will directly teach Kindergarten through sixth grade students three digital citizenship lessons via Common Sense Media throughout the year. • Allow for various levels of student mastery and demonstration of student mastery. 		<p>2194 LCFF - Supplemental 4000-4999: Books And Supplies Supplies and Materials</p>
2.2	<p>Support for 21st Century Professional Development</p> <ul style="list-style-type: none"> • Use of professional rounds modeled after Marzano strategies. • Co-teaching with TOSA to assist in the integration of 21st century skills, tools, and teaching strategies. • Assist teachers in identifying what activities can incorporate technology. • Teachers will balance direct instruction with project based learning. • Teachers and students will identify ways in which a deeper understanding of subject matter can actually enhance problem-solving and critical thinking. • Teachers will participate in professional learning communities to model the kinds of classroom learning that best promotes 21st century skills for students. 	All Students	<p>100 LCFF - Base 1000-1999: Certificated Personnel Salaries Consultant</p> <p>250 LCFF - Base 1000-1999: Certificated Personnel Salaries Planning and Collaboration Time</p> <p>None Specified None Specified</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Secure Environment

Hermosa Drive will provide an inclusive, welcoming, safe, and secure environment for all members of our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

Identified Need

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

Based on a review of the California School Dashboard and local data, chronic absenteeism remains an area for improvement at Hermosa Drive Elementary, particularly among socioeconomically disadvantaged students and English Learners. To address this, Hermosa Drive has implemented a comprehensive approach that includes attendance improvement initiatives, increased family engagement, and proactive behavior support systems. The school is using individualized attendance plans, classroom and school-wide attendance celebrations, and early warning systems to support students at risk of chronic absenteeism.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease chronic absenteeism by 2% annually among all student groups, particularly English learners and socioeconomically disadvantaged students.	Overall Rate: The school's chronic absenteeism rate is currently at 5.6%.	Overall Rate: The school's chronic absenteeism rate will be no more than 3.6%.
Survey Data (Community, Staff and Students)	Feelings of Safe and Secure environment 92%	Increase to 95-100%
Second Step Lessons	Zero Percent	100% Completion at all grade levels
Dashboard Suspension	Dashboard Data	Decrease/Maintain

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Supporting Positive School Relationships <ul style="list-style-type: none"> Using PBIS strategies, Hermosa Drive will promote positive relationships among adults, between adults and 	All Students	3,508 LCFF - Base 1000-1999: Certificated Personnel Salaries Substitute Teachers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>students, and among students, emphasizing the school's code of conduct: Have Respect. Act Responsibly. Work Together. Keep Safe.</p> <ul style="list-style-type: none"> • Hermosa Drive Staff will create a school environment where students and staff feel safe and comfortable at school. • Utilize PBIS matrix of behavior expectations to teach students throughout the school year. • Hermosa Drive has a school counselor on site 4 days a week to work with students. • After-school sports are offered for all students K-6th grades for the entire year to promote healthy bodies and lifestyles. <p>SEL curriculum embedded and specifically taught through our second step curriculum</p>		<p>5000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies</p> <p>7,786 LCFF - Base 2000-2999: Classified Personnel Salaries Counselor</p> <p>500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Extra Pay: After- School Academic Programs</p>
3.2	<p>Maintain/Increase School Attendance</p> <ul style="list-style-type: none"> • Weekly reminders to families about the importance of daily school attendance • Emphasize importance of participation in family school events • Provide Saturday School opportunities to families for attendance recovery • Incentivize student attendance with PBIS rewards 	All Students	<p>500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Attendance Support Programs</p> <p>806 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies</p>
3.3	<p>Supporting School Safety</p> <ul style="list-style-type: none"> • Emphasize the importance of positive physical, mental, and emotional health for students and adults. • Parents, staff, and 3rd-6th grade students will take the High Reliability Schools Survey in Spring 2020. • Hermosa Drive's school grounds will be maintained to emphasize safety for all staff and students. • Communication and collaboration with Fullerton Police Department. • A variety of emergency drills (earthquake, fire, and lockdown) will be held to support preparedness. 	All Students	<p>300 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures School Improvement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • A detailed emergency plan is in place, and is practiced annually, and all staff members understand their roles in the event of a serious emergency. • Emergency supplies are kept on site and updated on an annual basis. • School staff was trained on active shooter training through Knowledge Saves Lives - November 2022. • A detailed Safe School Plan is in place. 		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

Hermosa Drive aims to be the most inclusive, family-friendly community school where high academic standards and kindness are at the core, while meeting the needs of every child, socially and emotionally. It is the ongoing goal of the school to have positive communication and interactions between all three partners with the goal of increasing knowledge and participation in school initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

Identified Need

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

Hermosa Drive Elementary is dedicated to strengthening family-school partnerships by improving communication, increasing equitable participation, and addressing barriers such as language access and scheduling conflicts. Data shows a need for more real-time updates and transparent communication, particularly to engage socioeconomically disadvantaged and English Learner families. To address this, the school will enhance multilingual outreach, utilize digital tools, and offer flexible meetings, parent workshops, and cultural events to create an inclusive and engaged school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Survey (Trimester, HRS, Community and LCAP Survey)	Fall and Winter Survey	We will increase by 10% on the Spring Survey
Parent Meetings (SSC, ELAC, PTA, Coffee with the Principal)	Sign in Sheets	Increase by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Supporting School to Home Communication <ul style="list-style-type: none"> School administration, front office, and classroom teachers will establish positive communication prior to the start of the school year. Information will be disseminated to families describing school programs, policies, and 	All Students	100 LCFF - Supplemental 5900: Communications Communication Flyers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>procedures. The school will communicate via Blackboard calls, mailings, school website, outdoor marquee, Twitter, Instagram, and Facebook to inform all families of current events, celebrate success, and support academic excellence.</p> <ul style="list-style-type: none"> • Postage, flyers and personal phone calls, emails are forms of communication that are utilized. • Activities to Support Family Engagement and supplies for parent meetings. 		
4.2	<p>Supporting Communication Among Staff and Students</p> <ul style="list-style-type: none"> • Teachers will communicate learning goals and work expectations to students. • Teachers will promote positive communication and celebrate success. • School holds awards assemblies every trimester. • Staff to student communication will be made through a variety of communication tools such as: Class Dojo, SeeSaw, Haiku, email, phone, face to face conferences, and announcements. • Office staff and administration will be available to students to support as needed throughout the school day. 	All Students	<p>500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies</p>
4.3	<p>Supporting Communication Among Students</p> <ul style="list-style-type: none"> • Positive communication skills will be promoted through parent/family meetings, classroom discussion, curricular connections, and one-to one-conversation. • Students will understand the importance of positive communication through social media and demonstrate an understanding of positive digital citizenship. • Students will demonstrate proficiency in oral and written communication skills. • Support for students in need will be available through teachers, Rtl teacher, administration, PBIS Team, school counselor, and school psychologist. 	All Students	<p>1000 LCFF - Base 4000-4999: Books And Supplies Common Sense Digital Citizenship Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.4			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$115,960.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$40,166.00
LCFF - Supplemental	\$75,794.00

Subtotal of state or local funds included for this school: \$115,960.00

Total of federal, state, and/or local funds for this school: \$115,960.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	40,166.00
LCFF - Supplemental	75,794.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	46,358.00
2000-2999: Classified Personnel Salaries	22,986.00
3000-3999: Employee Benefits	1,000.00
4000-4999: Books And Supplies	41,416.00
5000-5999: Services And Other Operating Expenditures	800.00
5800: Professional/Consulting Services And Operating Expenditures	3,300.00
5900: Communications	100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	3,858.00
2000-2999: Classified Personnel Salaries	LCFF - Base	12,786.00
4000-4999: Books And Supplies	LCFF - Base	20,222.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	3,300.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	42,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,200.00
3000-3999: Employee Benefits	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	21,194.00

5000-5999: Services And Other
Operating Expenditures

LCFF - Supplemental

800.00

5900: Communications

LCFF - Supplemental

100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	75,300.00
Goal 2	20,660.00
Goal 3	18,400.00
Goal 4	1,600.00

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
Caroline Llewellyn	Principal
Stephanie Hitz	Classroom Teacher
Susan Boroguez	Classroom Teacher
Julie Park	Classroom Teacher
Christian Santiago	Other School Staff
Matthew Olmos	Parent or Community Member
Amy Dudich	Parent or Community Member
Jazmin Barker	Parent or Community Member
Luciano Cid	Parent or Community Member
Norma Santiago	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



State Compensatory Education Advisory Committee



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 03/24/2025.

Attested:



Principal, Caroline Llewellyn on 03/24/25



SSC Chairperson, Jazmin Barker on 03/24/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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