



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
White Hill Middle School	21 750026024285	12/9/2025	1/21/26

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 White Hill Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

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

Schoolwide Program

Our plan aligns with our LCAP goals, identifying needs for instructional interventions, and developing effective curricular practices and engagement for all stakeholders. Our plan additionally seeks to address attendance issues through our ATSI work with MCOE.

## Educational Partner Involvement

How, when, and with whom did White Hill Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The planning process for the SPSA began with an initial review of school-wide data including site CAASPP scores, student survey data, and parent survey data. Stakeholder from the following group reviewed data and identified areas of strength and growth for White Hill based on an analysis of the data. Action items for each goal were then identified in alignment with the district LCAP.

School Site Council  
Diversity, Equity, and Inclusion Group  
ELAC  
Teacher Staff Meetings

## 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.

White Hill does not experience any resource inequities.

## 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.

No state indicator had a performance level of "red" or "orange."

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.

Academic Performance: ELA  
Overall - Blue  
Socioeconomically Disadvantaged & Students with Disabilities - Yellow  
English learners and Hispanic - Orange

Academic Performance - Math  
Overall - Green  
Hispanic and Students with Disabilities - Yellow  
English Learners and Socioeconomically disadvantaged - Orange

Chronic Absenteeism  
Overall - Yellow  
Socioeconomically Disadvantaged - Red  
Hispanic, Two or More Races, and Students with Disabilities - Orange

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for White Hill Middle 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	0.49%	0.48%	%	3	3	
African American	1.46%	1.27%	1.00%	9	8	6
Asian	2.76%	2.07%	2.83%	17	13	17
Filipino	0.16%	0.16%	0.33%	1	1	2
Hispanic/Latino	13.5%	14.65%	15.31%	83	92	92
Pacific Islander	0%	%	%	0		
White	75.93%	72.77%	69.72%	467	457	419
Two or More Races	5.2%	8.44%	10.82%	32	53	65
Not Reported	0.49%	0.16%	%	3		
<b>Total Enrollment</b>				615	628	601

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	195	217	
Grade 7	212	198	
Grade 8	208	213	
<b>Total Enrollment</b>	615	628	

#### Conclusions based on this data:

1. The "two or more races" subgroup experience a growth, increasing from 5.2% in 22-23 to 8.44% in 23-24, with the number of students rising from 32 to 53.
2. Our student population remains predominantly White, but there is a gradual increase in representation from diverse groups.

# 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	23	26	25	3.7%	4.1%	4.2%
Fluent English Proficient (FEP)	40	34	39	6.5%	5.4%	6.5%

### Conclusions based on this data:

1. The number of English Learners has incrementally increased over the past three years.

# 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 6	198	216	192	193	209	192	193	208	192	97.5	96.8	100
Grade 7	211	198	212	205	193	209	205	193	209	97.2	97.5	98.6
Grade 8	208	214	196	200	203	191	200	203	191	96.2	94.9	97.4
All Grades	617	628	600	598	605	592	598	604	592	96.9	96.3	98.7

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 6	2574.	2584.	2567.	36.79	37.02	29.17	38.34	39.42	42.19	13.99	17.31	18.23	10.88	6.25	10.42
Grade 7	2608.	2619.	2640.	40.49	43.52	50.24	37.56	37.82	33.49	11.22	11.40	11.96	10.73	7.25	4.31
Grade 8	2624.	2625.	2633.	33.00	39.90	38.74	45.50	34.48	36.13	13.50	14.78	17.80	8.00	10.84	7.33
All Grades	N/A	N/A	N/A	36.79	40.07	39.70	40.47	37.25	37.16	12.88	14.57	15.88	9.87	8.11	7.26

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 6	35.23	37.50	24.48	51.30	53.85	64.06	13.47	8.65	11.46	
Grade 7	33.66	38.86	46.41	57.07	54.40	50.24	9.27	6.74	3.35	
Grade 8	33.00	36.14	35.08	58.00	53.47	58.64	9.00	10.40	6.28	
All Grades	33.95	37.48	35.64	55.52	53.90	57.43	10.54	8.62	6.93	

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 6	31.25	31.25	23.44	53.13	54.81	60.94	15.63	13.94	15.63
Grade 7	47.80	49.48	52.88	40.98	38.54	40.38	11.22	11.98	6.73
Grade 8	41.00	43.56	40.53	47.00	43.07	46.84	12.00	13.37	12.63
All Grades	40.20	41.20	39.32	46.90	45.68	49.15	12.90	13.12	11.53

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 6	21.76	26.44	15.63	73.58	71.63	77.60	4.66	1.92	6.77
Grade 7	22.44	25.91	26.32	70.24	66.32	70.81	7.32	7.77	2.87
Grade 8	23.00	25.25	25.13	72.50	67.33	70.16	4.50	7.43	4.71
All Grades	22.41	25.87	22.47	72.07	68.49	72.80	5.52	5.64	4.73

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 6	29.53	28.85	22.92	63.73	67.79	69.27	6.74	3.37	7.81
Grade 7	30.24	37.82	44.50	59.51	54.92	53.11	10.24	7.25	2.39
Grade 8	34.00	39.11	38.74	62.00	55.45	53.93	4.00	5.45	7.33
All Grades	31.27	35.16	35.64	61.71	59.54	58.61	7.02	5.31	5.74

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding standards in English Language Arts (ELA) has increased slightly across most grades between the 2022-23 and 2024-25 school years, demonstrating gradual improvement in literacy outcomes.
2. While many students perform well, the "Nearly Met" and "Below Standard" categories still comprise a significant portion of the student population, highlighting the need for additional support strategies for these learners.

# 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 6	198	216	192	192	208	191	191	208	191	97.0	96.3	99.5
Grade 7	211	198	212	202	193	208	201	193	207	95.7	97.5	98.1
Grade 8	208	214	196	199	202	188	199	202	188	95.7	94.4	95.9
All Grades	617	628	600	593	603	587	591	603	586	96.1	96	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 6	2565.	2568.	2575.	34.03	32.21	41.36	30.89	29.81	25.13	21.47	26.92	19.37	13.61	11.06	14.14
Grade 7	2575.	2584.	2598.	31.34	35.23	34.78	24.38	30.05	27.05	29.85	22.28	28.99	14.43	12.44	9.18
Grade 8	2578.	2605.	2605.	28.64	36.14	36.70	23.12	21.78	24.47	22.61	21.78	22.34	25.63	20.30	16.49
Grade 11															
All Grades	N/A	N/A	N/A	31.30	34.49	37.54	26.06	27.20	25.60	24.70	23.71	23.72	17.94	14.59	13.14

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	28.27	30.29	36.65	55.50	51.92	45.55	16.23	17.79	17.80
<b>Grade 7</b>	23.88	33.16	30.92	57.21	49.74	57.49	18.91	17.10	11.59
<b>Grade 8</b>	27.14	33.66	25.00	50.25	50.00	60.64	22.61	16.34	14.36
<b>Grade 11</b>									
<b>All Grades</b>	26.40	32.34	30.89	54.31	50.58	54.61	19.29	17.08	14.51

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	24.61	25.48	27.75	60.21	60.58	59.69	15.18	13.94	12.57
<b>Grade 7</b>	32.84	30.05	33.33	48.76	55.44	57.00	18.41	14.51	9.66
<b>Grade 8</b>	27.14	32.67	29.26	54.77	49.50	56.91	18.09	17.82	13.83
<b>All Grades</b>	28.26	29.35	30.20	54.48	55.22	57.85	17.26	15.42	11.95

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	29.84	25.96	31.94	58.12	64.42	53.40	12.04	9.62	14.66
<b>Grade 7</b>	25.37	26.42	29.95	63.68	64.25	61.84	10.95	9.33	8.21
<b>Grade 8</b>	19.10	30.69	27.13	63.32	57.43	61.70	17.59	11.88	11.17
<b>All Grades</b>	24.70	27.69	29.69	61.76	62.02	59.04	13.54	10.28	11.26

**Conclusions based on this data:**

1. There has been a steady increase in the percentage of students performing at or above the standard in math across most grade levels from 22-23 to 24-25.
2. The percentage of student performing above standards in "concepts and procedures" improved notably, particularly in grades 7 and 8.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	1501.8	*	*	1488.7	*	*	1514.4	*	7	13	5
7	*	*	1539.5	*	*	1528.2	*	*	1550.5	7	6	13
8	*	*	*	*	*	*	*	*	*	7	4	4
<b>All Grades</b>										21	23	22

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
6	*	0.00	*	*	61.54	*	*	15.38	*	*	23.08	*	*	13	*
7	*	*	46.15	*	*	30.77	*	*	7.69	*	*	15.38	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	23.81	8.70	27.27	23.81	52.17	27.27	28.57	13.04	27.27	23.81	26.09	18.18	21	23	22

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
6	*	23.08	*	*	38.46	*	*	23.08	*	*	15.38	*	*	13	*
7	*	*	53.85	*	*	30.77	*	*	0.00	*	*	15.38	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.33	21.74	31.82	33.33	34.78	40.91	9.52	26.09	9.09	23.81	17.39	18.18	21	23	22

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
6	*	0.00	*	*	15.38	*	*	61.54	*	*	23.08	*	*	13	*
7	*	*	30.77	*	*	23.08	*	*	30.77	*	*	15.38	*	*	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.52	4.35	22.73	23.81	21.74	18.18	23.81	43.48	40.91	42.86	30.43	18.18	21	23	22

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	
6	*	15.38	*	*	53.85	*	*	30.77	*	*	13	*	
7	*	*	23.08	*	*	61.54	*	*	15.38	*	*	13	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	9.52	8.70	18.18	66.67	56.52	59.09	23.81	34.78	22.73	21	23	22	

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	
6	*	38.46	*	*	46.15	*	*	15.38	*	*	13	*	
7	*	*	76.92	*	*	7.69	*	*	15.38	*	*	13	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	47.62	39.13	59.09	28.57	43.48	22.73	23.81	17.39	18.18	21	23	22	

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	
6	*	0.00	*	*	46.15	*	*	53.85	*	*	13	*	
7	*	*	30.77	*	*	46.15	*	*	23.08	*	*	13	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	9.52	8.70	23.81	42.86	39.13	33.33	47.62	52.17	42.86	21	23	21	

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
<b>6</b>	*	7.69	*	*	76.92	*	*	15.38	*	*	13	*
<b>7</b>	*	*	30.77	*	*	53.85	*	*	15.38	*	*	13
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.05	8.70	22.73	52.38	78.26	63.64	28.57	13.04	13.64	21	23	22

**Conclusions based on this data:**

1. A majority of our EL students are scoring at intermediate levels (Levels 2 and 3).
2. The oral language skills have seen mixed results with a light decrease in the percentage of students performing at level 2 and fewer students achieving at level 4.
3. Written language proficiency appears to be a significant challenge, with most students at Level 2.

# School and Student Performance Data

## Student Population

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 information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
601	12.3%	4.2%	0.0%
Total Number of Students enrolled in White Hill Middle 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	25	4.2%
Foster Youth	0	0.0%
Homeless	1	0.2%
Socioeconomically Disadvantaged	74	12.3%
Students with Disabilities	79	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1%
American Indian	0	0.0%
Asian	17	2.8%
Filipino	2	0.3%
Hispanic	92	15.3%
Two or More Races	65	10.8%
Pacific Islander	0	0.0%
White	419	69.7%

### Conclusions based on this data:

1. 13.1% of students at White Hill have been identified as students with disabilities.

2. Enrollment by Race/Ethnicity shows that 69.7% of students at White Hill are white, following by Hispanic at 15.3%, and two or more races at 10.8%.
3. 12.3% are socioeconomically disadvantaged. This data supports our continued focus on building an equitable school environment focused on inclusion.

# School and Student Performance Data

## Overall Performance






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### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. English Language Arts and Mathematics performance ranks in the high and highest category indicating that our school-wide curriculum and instruction is strong.
2. Chronic absenteeism is in the yellow, indicating we need to continue with our absenteeism plan to help reduce avoidable school absences.

- 
- 
3. The suspension rate ranks in the orange category indicating a need to continue to develop and refine our restorative practices and supports.

# School and Student Performance Data

## Academic Performance English Language Arts

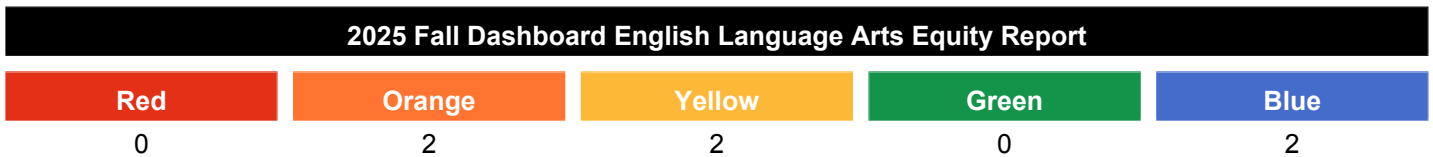
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>65.5 points above standard</p> <p>Increased 7.5 points</p> <p>586 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>43.8 points below standard</p> <p>Increased 41.8 points</p> <p>43 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>62.8 points below standard</p> <p>Increased 41.7 points</p> <p>12 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>11.3 points below standard</p> <p>Declined 4.7 points</p> <p>75 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>13.6 points below standard</p> <p>Increased 30.8 points</p> <p>77 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>136.9 points above standard</p> <p>Increased 61.2 points</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>8.5 points below standard</p> <p>Maintained 0 points</p> <p>88 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>84.1 points above standard</p> <p>Increased 6.8 points</p> <p>61 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>76.4 points above standard</p> <p>Increased 6.6 points</p> <p>413 Students</p>

**Conclusions based on this data:**

1. Our White subgroup and Two or More Races subgroups are the highest performing-student groups in ELA.
2. Our Hispanic and Socioeconomical Disadvantaged subgroups are performing in the orange, indicated a need for targeted support.
3. Our Students with Disabilities and English Learner subgroups both showed small improvements in ELA performing in the yellow.

# School and Student Performance Data

## Academic Performance Mathematics

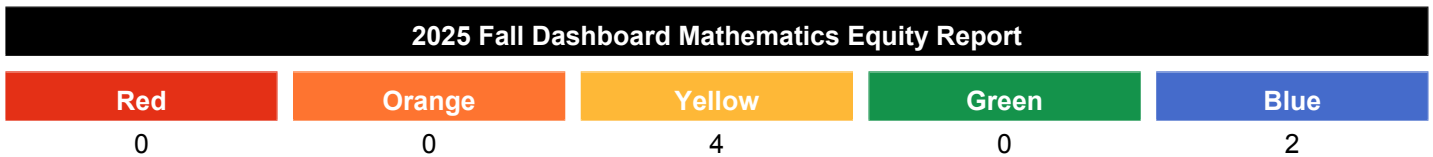
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>25.6 points above standard</p> <p>Increased 7.8 points</p> <p>581 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>93.3 points below standard</p> <p>Increased 37.9 points</p> <p>43 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>112.1 points below standard</p> <p>Increased 17.8 points</p> <p>12 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>67.2 points below standard</p> <p>Increased 4 points</p> <p>75 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>68.1 points below standard</p> <p>Increased 22 points</p> <p>77 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>76.6 points above standard</p> <p>Increased 77.7 points</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>43.4 points below standard</p> <p>Increased 9.7 points</p> <p>88 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>43.9 points above standard</p> <p>Increased 23.3 points</p> <p>61 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>37.3 points above standard</p> <p>Increased 5.2 points</p> <p>408 Students</p>

**Conclusions based on this data:**

1. While students with disabilities scored 68.1 points below the standard, they showed notable improvement with a 22 point increase.
2. English Learner students scored significantly below the standard indicating persistent challenges for English learner in math despite some progress.
3. Overall students scored 17.8 points above the standards, however equity gaps remain significant with groups such as Hispanic students, demonstrating the need to focus on reducing performance disparities across subgroups.

# School and Student Performance Data

## Academic Performance Science

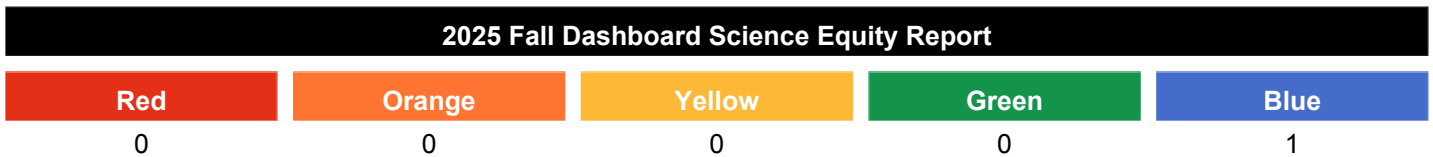
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Blue</p> <p>70.5 science points</p> <p>Increased 4 points</p> <p>188 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>41 science points</p> <p>11 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>53.5 science points</p> <p>Increased 9.5 points</p> <p>26 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>49.2 science points</p> <p>Increased 3.8 points</p> <p>25 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p> <p> No Performance Color</p> <p>58.1 science points</p> <p>Maintained -1 points</p> <p>26 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>64.7 science points</p> <p>Increased 24.5 points</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> Blue</p> <p>73.5 science points</p> <p>Increased 3.9 points</p> <p>137 Students</p>

**Conclusions based on this data:**

1.

# School and Student Performance Data



## Academic Performance English Learner Progress

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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	
<b>English Learner Progress</b>  No Performance Color 50 making progress. Number Students: 20 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 10 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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
15%	35%	0%	50%

### Conclusions based on this data:

- 50% of the EL students are making progress toward English language proficiency.
- 15% of students decreased by at least one ELPI level, indicating a need for deeper analysis and targeted support.

# 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><b>All Students</b></p>  <p>Yellow</p> <p>14.7% Chronically Absent</p> <p>Declined 3.9</p> <p>607 Students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>34.6% Chronically Absent</p> <p>Increased 9.6</p> <p>26 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Increased 19.5</p> <p>14 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>37.8% Chronically Absent</p> <p>Declined 1.4</p> <p>82 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>28.4% Chronically Absent</p> <p>Increased 2.5</p> <p>88 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>11.8% Chronically Absent</p> <p>Declined 19</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>21.5% Chronically Absent</p> <p>Declined 0.6</p> <p>93 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>18.2% Chronically Absent</p> <p>Declined 2.2</p> <p>66 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>11.8% Chronically Absent</p> <p>Declined 4.2</p> <p>422 Students</p>

**Conclusions based on this data:**

1. Overall, chronic absenteeism remains a significant issue despite a decline of 3.9 percentage points.
2. Socioeconomically disadvantaged students have the highest chronic absenteeism rate at 37.8%, indicating additional supports that may be needed for these students.
3. Students with disabilities and English learners also face high absenteeism rates.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

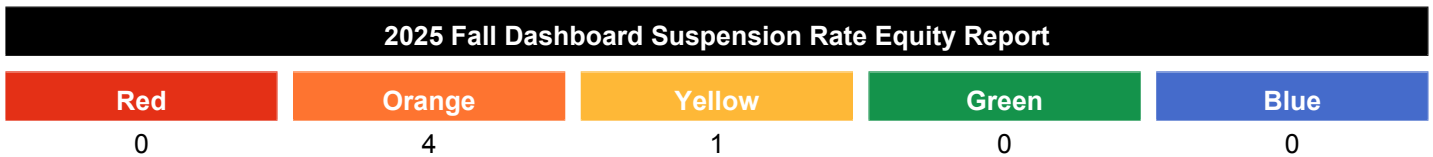
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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><b>All Students</b></p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 3.8%</p> <p>610 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>3.8% suspended at least one day</p> <p>Increased 3.8%</p> <p>26 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>14 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>6% suspended at least one day</p> <p>Increased 6%</p> <p>84 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 2.1%</p> <p>90 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 3.2%</p> <p>94 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5%</p> <p>66 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>5% suspended at least one day</p> <p>Increased 4.3%</p> <p>422 Students</p>

**Conclusions based on this data:**

1. The suspension rate for all students is 4.4% which increased 2.1%. We will continue to refine our restorative practices and look toward alternatives to suspension when available.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Academic Achievement

Assess student learning in mathematics and English Language Arts/ELD and provide interventions and supports as needed.

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

LCAP goal to which this school goal is aligned.

GOAL 1 -All students will receive highly engaging, research-based instruction to develop proficiency in grade-level standards and skills. Through high-quality instruction and targeted supports and interventions, we will eliminate/reduce the predictability of learning outcomes based on race, disability, home language, and socio-economic status.

### 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.

Acceleration of academic achievement for student groups, especially ELLs, lower SES, Hispanic/Latin X, Black/African American and special education students, who are achieving below standard.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard ELA	ELLs are 85.6 points below the standard	ELLs ELA achievement will grow by 5%
Dashboard Mathematics	ELLs are 131.2 points below the standard	ELLs Mathematics achievement will grow by 5%
Dashboard Chronic Absenteeism	ELL 25% are chronically absent, 25.9% Special Education, 39.2% Socioeconomically Disadvantaged, 20.7% two or more races, and 16.1% white students	reduce absenteeism by 10% for ELL, SpEd students, two or more races, white, and lower SES 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
1.1	Disaggregate local assessment data by race, socioeconomic status, ELL, special education to ensure that each group is meeting grade level benchmarks. Utilize diagnostics such as iReady results, classroom assessments, and standardized assessment data to identify students in need of Tier I and Tier II interventions.	Multi-Language Learners, Special Education Students, lower SES, Hispanic/LatinX, and Black/African American students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Develop and implement a plan for accelerating learning to close learning gaps which includes having teachers engage in cycles of inquiry to identify priority standards and develop additional intervention strategies to support students in their classrooms.	Multi-Language Learners, Special Education Students, Students who are socio-economically disadvantaged, LatinX, and Black/African American students.	
1.3	Continue to offer and refine an English Language Development class for Multi Language Learners who scored in the “novice” range of the ELPAC.	Beginning English Language Learners	
1.4	Continue to offer and refine a Math Intervention class.	Multi-Language Learners, lower SES, Hispanic/LatinX, and Black/African American students	
1.5	CARE Team and/or MTSS Committee will continue to revise student Tier 1 and Tier 2 interventions and utilize data for clear entrance and exit indicators.	Multi-Language Learners, Special Education Students, Students who are socio-economically disadvantaged, LatinX, and Black/African American students.	

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

Implementation of Goal 1 reflects a data-driven and multi-tiered approach to improving student achievement in Mathematics and English Language Arts/ELD while reducing achievement gaps among student groups. Local assessment data, including iReady, classroom-based assessments, and standardized measures, have been regularly disaggregated by race, socioeconomic status, English learner status, and special education to identify trends, monitor progress, and determine students in need of Tier I and Tier II supports.

Teachers have engaged in cycles of inquiry focused on priority standards and instructional practices, leading to more intentional acceleration of learning and targeted classroom-based interventions. These cycles have strengthened alignment between instruction, assessment, and intervention.

Targeted supports, including the refined ELD class for Multi Language Learners scoring in the novice range on the ELPAC and the continued Math Intervention class, have provided structured opportunities for students to receive focused instruction aligned to identified needs. Ongoing work by the CARE Team and MTSS Committee has improved clarity and consistency of Tier I and Tier II interventions, including the use of data-based entrance and exit criteria.

Collectively, these strategies have been implemented as intended and have strengthened instructional coherence, early identification of student needs, and access to targeted supports, contributing to improved student progress toward grade-level standards.

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

There were no major differences between the intended implementation and the budgeted expenditures for Goal 1. The strategies were implemented largely as planned and relied on existing assessment tools, staff expertise, and established intervention structures.

Data disaggregation, cycles of inquiry, and CARE Team/MTSS work were carried out during existing collaboration and professional learning time. The ELD and Math Intervention classes continued to be staffed and scheduled as budgeted. Any minor adjustments to materials or instructional supports were absorbed within the existing site and district resources.

Overall, implementation remained aligned with the original plan, and budgeted expenditures were sufficient to support the strategies as designed.

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.

As a result of this analysis, no significant changes will be made to Goal 1, the annual outcomes, or the core strategies and activities. The current data-driven and multi-tiered approach is being implemented as intended and continues to support improved student achievement in Mathematics and English Language Arts/ELD.

Minor refinements will focus on strengthening the consistency of data use within cycles of inquiry and further clarifying Tier I and Tier II entrance and exit criteria through the CARE Team and MTSS Committee. These refinements are embedded within the existing strategies and do not represent a change in direction.

Accordingly, no substantive revisions are reflected beyond continued implementation and monitoring within the Goal 1 strategies and progress monitoring sections of 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.

#### Student Wellness

Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

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

LCAP goal to which this school goal is aligned.

GOAL 2 - Design and align current social emotional and behavioral programs and interventions within our MTSS to support the social and emotional well-being and academic success of all 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.

Increase a sense of belonging for all students particularly those who reported less favorably on the Panorama survey.

### 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
Site Panorama Survey	Sense of belonging is lower for our BIPOC students at 23-33% responding favorably to a survey measuring students connectedness to school	Sense of belonging will improve by 10% for BIPOC students within each subgroup.

### 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	<ul style="list-style-type: none"> <li>-Continue to provide professional development around culturally responsive teaching and evidence-based instructional strategies that support students in feeling a sense of belonging and having their identity affirmed.</li> <li>-Teachers will engage in cycles of inquiry to identify additional intervention strategies to support students in their classrooms academically, as well as social-emotionally</li> <li>-White Hill administration has reintroduced the SART and SARB process and has identified patterns to determine areas of need for additional interventions.</li> <li>-Continue our MTSS subcommittee to refine White Hill's MTSS.</li> </ul>	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>-In partnership with our Guiding Coalition teacher leaders, we will create and each teacher will deliver school-wide anti-bias lesson series to their students (Culture of Belonging lessons)</p> <p>-Partner with local high school students to bring workshops to 6-8th graders in a variety of topics including stress management, body image, self-confidence, mental health, and tobacco, drug, and alcohol awareness, and being an upstander.</p> <p>-Refine Wildcat Way and implement Independent Learner and Community-Minded Leader character trait mini-lessons through advisory with all students.</p>		
2.2	<p>Continue to support and develop student leadership opportunities on campus:</p> <p>--Create and meet with an affinity student group for input and campus-wide concerns.</p> <p>--Continue SLAM! (student leaders anti-racist movement) student group to develop student leadership and connection to the school community</p> <p>--Continue school wide spirit leaders to engage students in the school community (friendly sports competitions, lunch dance parties, student birthday recognitions, etc.)</p>	All students	
2.3	<p>Sense of Belonging Data Analysis:</p> <p>-Work with district office to identify a new survey to gather sense of belonging data</p> <p>-Present and discuss sense of belonging data with stakeholders: Site Council, DEIB group, White Hill teachers and staff, student leadership groups</p>	All students	
2.4			
2.5			

## 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.

Overall, implementation of these strategies reflects a coordinated, schoolwide approach to fostering a safe, equitable, and inclusive learning environment. Efforts intentionally focus on adult practice, student voice, and data-informed decision-making to support students' sense of belonging.

Through ongoing professional development in culturally responsive teaching and evidence-based instructional strategies, staff have increased consistency in practices that affirm student identity and promote inclusion. Teacher cycles of inquiry, along with the reestablished SART/SARB processes and continued MTSS refinement, have strengthened the school's ability to identify patterns of need and provide timely academic and social-emotional interventions. Schoolwide Culture of Belonging lessons, Wildcat Way advisory mini-lessons, and partnerships with local high school students have further reinforced shared expectations, anti-bias learning, and student well-being.

Student leadership opportunities, including SLAM!, and schoolwide spirit leaders, have elevated student voice and increased connection to the school community. These structures provide meaningful input on campus climate while promoting engagement, leadership, and a sense of pride and belonging among students.

Finally, the development and use of sense of belonging data has supported ongoing reflection and continuous improvement. Collaborating with the district to identify survey tools and sharing results with stakeholders has strengthened collective ownership and informed adjustments to practices.

Taken together, these strategies have been implemented with growing alignment and effectiveness, contributing to improved school climate, stronger systems of support, and increased student engagement and belonging.

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

There were no major differences between the intended implementation and the budgeted expenditures for the strategies and activities aligned to this goal. The majority of actions were implemented as planned using existing site resources, staff expertise, and district-provided supports.

Professional development related to culturally responsive practices, MTSS refinement, and cycles of inquiry was primarily delivered through district-led trainings, site-based professional learning time, and teacher leadership structures, minimizing the need for additional expenditures. Student leadership activities, advisory lessons, and Culture of Belonging instruction were embedded into the existing school schedule and facilitated by site staff.

Partnerships with local high school students and the reintroduction of SART/SARB processes were implemented without significant fiscal impact, relying on collaboration rather than contracted services. Any minor adjustments to materials or scheduling were absorbed within the existing budget and did not require reallocation of funds.

Overall, implementation remained aligned with the original plan, and budgeted expenditures were sufficient to support the strategies as designed.

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.

As a result of this analysis, no significant changes will be made to the goal, annual outcomes, or core strategies and activities. The overall approach remains effective and aligned to the articulated goal of creating a safe, equitable, and inclusive learning environment that fosters students' sense of belonging.

The primary change is a shift in the tool used to measure students' sense of belonging. The school will transition from the Panorama survey to the Kelvin survey to more effectively capture student perceptions and provide actionable data. This change will strengthen the school's ability to monitor progress, analyze trends, and engage stakeholders in data-informed decision-making.

# 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.

#### Ongoing feedback to continuously improve climate and learning experiences

Engage in a continuous cycle of collaborative input and feedback involving colleagues, students, and parents/guardians on the climate and learning experience of all students.

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

LCAP goal to which this school goal is aligned.

Engage in a continuous cycle of collaborative input and feedback involving colleagues, students, and parents/guardians on the climate and learning experience of all 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.

Engage in a continuous cycle of input and feedback from parents/guardians, students, and staff on the climate and learning experience of ALL students and their families to support student learning and wellness.

### 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
Panorama Student Survey	23-43% responded favorable for all key areas within Sense of Belonging.	increase 5% in all areas responding favorably

### 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	Attendance Feedback -Site Admin and school counselors conduct empathy interviews with students identified as at-risk for chronic absenteeism -Site admin and school counselors conduct home visits with students identified as at-risk for chronic absenteeism	All students	
3.2	Equity Work -Continue to meet with our site parent/guardian DEI group -Engage our SLAM! Student group (school leadership opportunities, board presentation, presentations to elementary students)	All students	
3.3	Engagement of Families of Multilingual Learners through ELAC	MLLs and their families.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Meet with an English Language Committee parent group each trimester to discuss the EL program and additional supports -Host a Tech Support Night during Back to School Night for our Spanish Speaking families		
3.4	Communication with Families of Multilingual Learners utilizing EL Coordinator -Collaborate with MLL Coordinator to be a community-liaison	All students, especially our MLLs and their families.	
3.5	Admin will host monthly coffee-chats with families to discuss a variety of topics with administration	All Parents/guardian	

## 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.

Implementation of Goal 3 reflects a deliberate and inclusive approach to gathering ongoing feedback from students, families, and staff to continuously improve school climate and learning experiences. The strategies emphasize relationship-building, equity, and two-way communication, which together support student learning and wellness.

Attendance-focused empathy interviews and home visits conducted by site administration and school counselors have strengthened relationships with students and families identified as at risk for chronic absenteeism. These efforts have provided valuable qualitative feedback about barriers to attendance, increased trust between home and school, and informed more responsive, student-centered interventions.

Equity-focused structures have remained active and effective. Regular meetings with the site parent/guardian DEI group have provided a consistent forum for family voice around campus climate and equity-related concerns. Engagement of the SLAM! student group has amplified student perspectives and leadership, offering meaningful feedback through school leadership activities, presentations to the Board, and outreach to elementary students. These efforts have increased student agency and contributed to a more inclusive school culture.

Engagement of families of multilingual learners through ELAC has ensured ongoing input from families whose voices are often underrepresented. Trimester meetings with the English Language Advisory Committee have supported communication about the EL program and additional supports, while the Tech Support Night during Back to School Night has reduced barriers to access and participation for Spanish-speaking families.

Collaboration with the Multilingual Learner Coordinator has further strengthened communication by serving as a community liaison, ensuring information is accessible and culturally responsive. Monthly administrative coffee chats have provided an additional, informal avenue for families to share feedback, ask questions, and engage in dialogue with school leadership.

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

There were no major differences between the intended implementation and the budgeted expenditures for Goal 3. The strategies were implemented largely as planned and relied primarily on existing staff roles, scheduled meetings, and relationship-based practices rather than additional fiscal resources.

Activities such as empathy interviews, home visits, ELAC meetings, DEI parent group meetings, SLAM! student leadership work, and monthly coffee chats were carried out by site administration, counselors, and coordinators within existing structures. Collaboration with the Multilingual Learner Coordinator and hosting of Tech Support Night were supported through current district resources.

Any minor costs related to materials, translation, or family engagement supports were absorbed within the existing budget and did not require reallocation of funds. Overall, implementation remained aligned with the original plan and budget.

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.

As a result of this analysis, no significant changes will be made to the goal, annual outcomes, or strategies and activities for Goal 3. The current structures for gathering ongoing input and feedback from students, families, and staff are being implemented as intended and are effectively supporting improvements to school climate and learning experiences.

The goal, outcomes, and metrics will remain the same, with continued emphasis on qualitative feedback from empathy interviews, home visits, ELAC meetings, DEI parent group meetings, student leadership input, and family engagement opportunities such as coffee chats. Any minor refinements will focus on improving consistency and participation rather than altering the overall approach.

Accordingly, no substantive revisions are reflected elsewhere in the SPSA beyond continued implementation within the existing sections for Goal 3 strategies and monitoring.

# 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:

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

Name of Members	Role
John Baker	Principal
Mary-Clare Mullin	Principal
Alex Obenshain	Classroom Teacher
Heidi Moore	Classroom Teacher
Cary Adriatico	Other School Staff
JP Hailer	Parent or Community Member
Lisa Dyakovski	Parent or Community Member
Gabe Levine	Parent or Community Member
Yo Yoshida	Parent or Community Member
Corbin Howes	Parent or Community Member
Raemona Little Taylor	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 12/9/25.

Attested:

Principal, John Baker and Mary-Clare Mullin, Co-Principals on 12/9/25

SSC Chairperson, Yo Yoshida on 12/9/25

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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