

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alta Loma Middle school	41690706059976	5/22/25	May 7, 2026

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

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

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

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

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

Schoolwide Program

The Alta Loma Middle School Plan for Student Achievement is a one year plan that takes into account how all students are performing academically. The SPSA focuses on creating actions/services that will assist students that are at the risk of failing to meet academic standards. In addition, SPSAs are created to support and align with the district's LCAP.

## Educational Partner Involvement

How, when, and with whom did Alta Loma 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

Parents, Students, and Staff review and update the ALMS SPSA

## Resource Inequities

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

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

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

ALMS overall performance levels for 2024 are: English Language Arts (YELLOW), Mathematics (Yellow), English Learner Progress (ORANGE), Chronic Absenteeism (RED), Suspension Rate (Blue).

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.

The following ALMS student groups were two more more performance levels below the "All Students" performance:

In ELA we had no student groups in red and all student was yellow

In Math we had 1 student group in red Hispanic( our largest population)

### Other Needs

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



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Alta Loma 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%	0.31%	0.92%	0	2	6
African American	0.96%	1.08%	0.61%	6	7	4
Asian	12.74%	14.18%	17.33%	80	92	113
Filipino	21.5%	22.19%	22.09%	135	144	144
Hispanic/Latino	48.57%	46.07%	43.10%	305	299	281
Pacific Islander	3.66%	1.85%	1.23%	23	12	8
White	7.17%	8.17%	7.36%	45	53	48
Two or More Races	5.41%	6.16%	7.21%	34	40	47
Not Reported	0%	%	0.15%	0		1
<b>Total Enrollment</b>				628	649	652

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	225	204	209
Grade 7	206	236	209
Grade 8	197	209	236
<b>Total Enrollment</b>	628	649	

#### Conclusions based on this data:

1. Our largest student group ( Hispanic/ Latino performed in Red for Math
2. Overall all each student group is meeting success at different levels, and we need to focus on our Hispanic/Latino student group.

# 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	85	89	108	13.5%	13.7%	16.6%
Fluent English Proficient (FEP)	138	164	165	22.0%	25.3%	25.3%
Reclassified Fluent English Proficient (RFEP)	20	27	14			9.3%

### Conclusions based on this data:

1. The percentage of EL enrollment is steadily increasing.
2. The percentage of students reclassifying decreased for the 24-25 school year.

# 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	226	203	207	222	199	203	222	199	203	98.2	98	98.1
Grade 7	207	232	210	197	227	205	197	227	205	95.2	97.8	97.6
Grade 8	193	211	233	185	203	223	185	201	223	95.9	96.2	95.7
All Grades	626	646	650	604	629	631	604	627	631	96.5	97.4	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2496.	2532.	2528.	11.26	26.63	22.17	26.58	29.15	28.08	25.68	16.58	26.60	36.49	27.64	23.15
Grade 7	2535.	2527.	2559.	17.26	14.54	24.88	34.01	30.84	28.29	16.24	23.79	21.46	32.49	30.84	25.37
Grade 8	2541.	2545.	2541.	15.14	14.93	14.80	24.32	30.35	31.39	28.11	24.88	22.87	32.43	29.85	30.94
All Grades	N/A	N/A	N/A	14.40	18.50	20.44	28.31	30.14	29.32	23.34	21.85	23.61	33.94	29.51	26.62

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	11.71	23.12	20.69	51.35	50.75	49.75	36.94	26.13	29.56
Grade 7	20.30	14.54	21.46	53.81	62.56	54.63	25.89	22.91	23.90
Grade 8	14.59	19.40	15.70	52.43	49.75	51.57	32.97	30.85	32.74
All Grades	15.40	18.82	19.18	52.48	54.70	51.98	32.12	26.48	28.84

<b>Writing</b> <b>Producing clear and purposeful writing</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>	8.56	19.10	21.67	51.35	52.76	53.69	40.09	28.14	24.63
<b>Grade 7</b>	23.35	14.98	26.34	46.19	52.42	49.76	30.46	32.60	23.90
<b>Grade 8</b>	14.05	20.90	15.70	53.51	49.25	52.02	32.43	29.85	32.29
<b>All Grades</b>	15.07	18.18	21.08	50.33	51.52	51.82	34.60	30.30	27.10

<b>Listening</b> <b>Demonstrating effective communication skills</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>	10.81	15.08	8.91	72.07	68.84	72.77	17.12	16.08	18.32
<b>Grade 7</b>	14.21	9.25	16.10	70.05	72.69	73.17	15.74	18.06	10.73
<b>Grade 8</b>	15.68	9.95	14.35	66.49	65.17	68.16	17.84	24.88	17.49
<b>All Grades</b>	13.41	11.32	13.17	69.70	69.06	71.27	16.89	19.62	15.56

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</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>	17.57	26.13	21.67	61.71	56.78	61.58	20.72	17.09	16.75
<b>Grade 7</b>	23.35	22.91	27.80	53.30	52.42	56.59	23.35	24.67	15.61
<b>Grade 8</b>	20.54	22.89	21.52	62.16	58.71	58.30	17.30	18.41	20.18
<b>All Grades</b>	20.36	23.92	23.61	59.11	55.82	58.80	20.53	20.26	17.59

**Conclusions based on this data:**

1. Students perform the highest in Listening with only 15.5% below standard second to Research and Inquiry with 17.59 % below standard.
2. Our staff needs to focus on reading and writing with 27% of students below standard.

# 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	226	203	208	222	200	202	222	199	202	98.2	98.5	97.1
Grade 7	207	232	210	198	222	206	198	221	204	95.7	95.7	98.1
Grade 8	193	211	233	184	201	226	184	200	226	95.3	95.3	97
All Grades	626	646	651	604	623	634	604	620	632	96.5	96.4	97.4

\* 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	2491.	2509.	2504.	12.16	23.12	20.30	19.37	16.58	12.87	28.38	25.13	28.22	40.09	35.18	38.61
Grade 7	2515.	2518.	2533.	17.17	16.29	25.00	14.14	14.93	16.18	25.76	29.41	23.04	42.93	39.37	35.78
Grade 8	2529.	2514.	2518.	18.48	17.50	19.91	13.59	12.00	11.06	20.65	21.50	19.03	47.28	49.00	50.00
Grade 11															
All Grades	N/A	N/A	N/A	15.73	18.87	21.68	15.89	14.52	13.29	25.17	25.48	23.26	43.21	41.13	41.77

<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>	14.41	19.10	15.84	43.24	43.22	38.61	42.34	37.69	45.54
<b>Grade 7</b>	19.70	17.65	21.08	36.87	43.89	40.20	43.43	38.46	38.73
<b>Grade 8</b>	20.11	14.00	18.14	41.85	41.00	38.05	38.04	45.00	43.81
<b>Grade 11</b>									
<b>All Grades</b>	17.88	16.94	18.35	40.73	42.74	38.92	41.39	40.32	42.72

<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>	8.56	15.58	14.85	53.60	52.76	51.49	37.84	31.66	33.66
<b>Grade 7</b>	16.67	13.57	24.02	48.48	53.85	50.49	34.85	32.58	25.49
<b>Grade 8</b>	17.39	16.00	15.49	45.11	46.00	50.44	37.50	38.00	34.07
<b>All Grades</b>	13.91	15.00	18.04	49.34	50.97	50.79	36.75	34.03	31.17

<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>	10.36	17.59	15.84	60.36	56.78	56.44	29.28	25.63	27.72
<b>Grade 7</b>	14.65	16.29	19.61	56.57	56.11	54.41	28.79	27.60	25.98
<b>Grade 8</b>	14.13	16.50	16.37	52.72	53.50	48.23	33.15	30.00	35.40
<b>All Grades</b>	12.91	16.77	17.25	56.79	55.48	52.85	30.30	27.74	29.91

**Conclusions based on this data:**

1. In math we need to focus on grade level performance in all categories. On average students decline in test scores in the 8th grade. ( Increase in percentage of students below standard.
2. Concepts and Procedures is a strong area of weakness with 42.72 percent of all students below standard.
3. There needs to be a focus on using the HQIM of IM and teachers need support with planning.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the [ELPAC.org](http://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	1542.4	1541.2	1514.2	1547.0	1551.7	1511.2	1537.4	1530.3	1516.7	27	37	33
7	1528.7	1516.3	1539.4	1525.4	1524.2	1549.4	1531.4	1508.0	1528.9	21	23	32
8	1573.6	1516.3	1540.8	1578.0	1513.2	1544.1	1568.8	1518.9	1536.7	22	22	29
All Grades										70	82	94

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	33.33	24.32	18.18	29.63	45.95	33.33	25.93	24.32	18.18	11.11	5.41	30.30	27	37	33
7	19.05	4.35	21.88	38.10	47.83	28.13	33.33	34.78	31.25	9.52	13.04	18.75	21	23	32
8	36.36	9.09	13.79	36.36	31.82	34.48	18.18	31.82	31.03	9.09	27.27	20.69	22	22	29
All Grades	30.00	14.63	18.09	34.29	42.68	31.91	25.71	29.27	26.60	10.00	13.41	23.40	70	82	94

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	51.85	48.65	33.33	29.63	43.24	30.30	7.41	2.70	18.18	11.11	5.41	18.18	27	37	33
7	33.33	34.78	34.38	42.86	34.78	34.38	14.29	13.04	18.75	9.52	17.39	12.50	21	23	32
8	54.55	18.18	37.93	27.27	45.45	27.59	9.09	13.64	17.24	9.09	22.73	17.24	22	22	29
All Grades	47.14	36.59	35.11	32.86	41.46	30.85	10.00	8.54	18.09	10.00	13.41	15.96	70	82	94

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
<b>6</b>	18.52	5.41	6.06	11.11	27.03	21.21	51.85	45.95	33.33	18.52	21.62	39.39	27	37	33
<b>7</b>	4.76	4.35	6.25	28.57	0.00	25.00	38.10	47.83	40.63	28.57	47.83	28.13	21	23	32
<b>8</b>	18.18	0.00	6.90	40.91	9.09	17.24	22.73	54.55	48.28	18.18	36.36	27.59	22	22	29
<b>All Grades</b>	14.29	3.66	6.38	25.71	14.63	21.28	38.57	48.78	40.43	21.43	32.93	31.91	70	82	94

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	
<b>6</b>	25.93	32.43	15.15	62.96	51.35	60.61	11.11	16.22	24.24	27	37	33	
<b>7</b>	4.76	8.70	18.75	76.19	52.17	50.00	19.05	39.13	31.25	21	23	32	
<b>8</b>	22.73	9.09	17.24	63.64	68.18	58.62	13.64	22.73	24.14	22	22	29	
<b>All Grades</b>	18.57	19.51	17.02	67.14	56.10	56.38	14.29	24.39	26.60	70	82	94	

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	
<b>6</b>	70.37	75.68	57.58	18.52	21.62	24.24	11.11	2.70	18.18	27	37	33	
<b>7</b>	61.90	69.57	68.75	28.57	21.74	21.88	9.52	8.70	9.38	21	23	32	
<b>8</b>	77.27	50.00	62.07	18.18	27.27	20.69	4.55	22.73	17.24	22	22	29	
<b>All Grades</b>	70.00	67.07	62.77	21.43	23.17	22.34	8.57	9.76	14.89	70	82	94	

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	
<b>6</b>	14.81	11.43	3.03	37.04	34.29	36.36	48.15	54.29	60.61	27	35	33	
<b>7</b>	14.29	4.35	16.13	47.62	26.09	32.26	38.10	69.57	51.61	21	23	31	
<b>8</b>	27.27	4.55	14.29	45.45	31.82	28.57	27.27	63.64	57.14	22	22	28	
<b>All Grades</b>	18.57	7.50	10.87	42.86	31.25	32.61	38.57	61.25	56.52	70	80	92	

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>	37.04	24.32	12.12	55.56	70.27	75.76	7.41	5.41	12.12	27	37	33
<b>7</b>	9.52	0.00	3.13	80.95	86.96	84.38	9.52	13.04	12.50	21	23	32
<b>8</b>	13.64	0.00	0.00	81.82	81.82	93.10	4.55	18.18	6.90	22	22	29
<b>All Grades</b>	21.43	10.98	5.32	71.43	78.05	84.04	7.14	10.98	10.64	70	82	94

**Conclusions based on this data:**

1. Summative Overall ELPAC data improved fir 24-25
2. In general ELPAC data has remained consistent year to year.
3. We need to target progress for next year.

# 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.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
652	38.7%	16.6%	0.3%
Total Number of Students enrolled in Alta Loma 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	108	16.6%
Foster Youth	2	0.3%
Homeless	23	3.5%
Socioeconomically Disadvantaged	252	38.7%
Students with Disabilities	109	16.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6%
American Indian	6	0.9%
Asian	113	17.3%
Filipino	144	22.1%
Hispanic	281	43.1%
Two or More Races	47	7.2%
Pacific Islander	8	1.2%
White	48	7.4%

### Conclusions based on this data:

1. We have a diverse population of students. and could use targeted intervention on Socioeconomically disadvantaged and English Learners.

2. The school could benefit from a comprehensive continuum of support ) CCS or MTSS program.
3. School site should focus on data and cycles of inquiry.

# School and Student Performance Data

## Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Red

#### Conditions & Climate

##### Suspension Rate



Blue

##### Mathematics



Yellow

##### English Learner Progress



Orange

#### Conclusions based on this data:

1. We have improved our our Suspension Rate, our ATS and Sense of Belonging work is success. We need to target the work in other areas.
2. We need to work on Academic Sense of Belonging.

# School and Student Performance Data

## Academic Performance English Language Arts

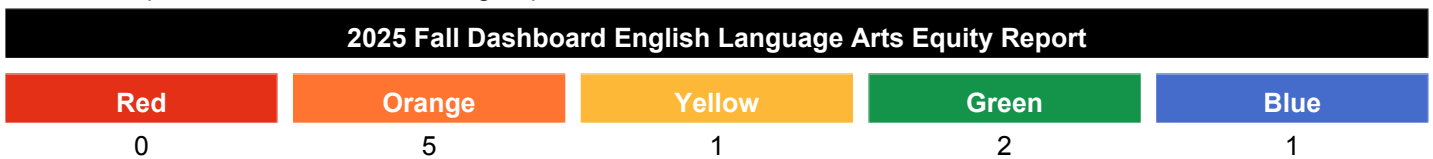
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This section provides number of student groups in each level.



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> Yellow</p> <p>6.2 points below standard</p> <p>Increased 8.7 points</p> <p>623 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>56.4 points below standard</p> <p>Increased 8.1 points</p> <p>175 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Orange</p> <p>116.4 points below standard</p> <p>Increased 25.5 points</p> <p>49 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>5 points above standard</p> <p>Increased 80.4 points</p> <p>22 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>42.6 points below standard</p> <p>Declined 15.9 points</p> <p>247 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>123.1 points below standard</p> <p>Increased 8.7 points</p> <p>105 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>55.9 points above standard</p> <p>Increased 13.8 points</p> <p>109 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>38 points above standard</p> <p>Increased 14.5 points</p> <p>143 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>51.7 points below standard</p> <p>Maintained -2.1 points</p> <p>264 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>6.8 points above standard</p> <p>Increased 37.3 points</p> <p>46 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>33.7 points below standard</p> <p>Declined 47.4 points</p> <p>44 Students</p>

**Conclusions based on this data:**

1. All student groups increased except for Socioeconomically disadvantages, white who declined and Hispanic that maintained.
2. Alta Loma needs to focus on increasing scores in all student groups. The PLC groups should focus on data from all student groups.
3. Our site needs to develop PLC boarder our more structured than what occurred last year. We need to continue to grow.

# School and Student Performance Data

## Academic Performance Mathematics

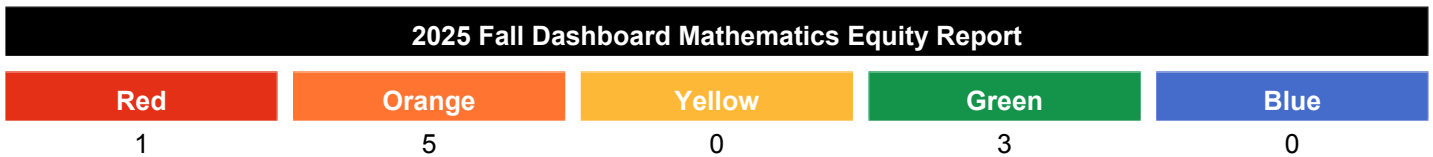
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>49.9 points below standard</p> <p>Increased 3.8 points</p> <p>630 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>105.1 points below standard</p> <p>Increased 4.6 points</p> <p>179 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>Orange</p> <p>172.1 points below standard</p> <p>Increased 5.6 points</p> <p>49 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>57.4 points below standard</p> <p>Increased 16.2 points</p> <p>22 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>92.8 points below standard</p> <p>Declined 28.8 points</p> <p>252 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>164.3 points below standard</p> <p>Increased 10.2 points</p> <p>105 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>30.2 points above standard</p> <p>Increased 7.3 points</p> <p>110 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>7.6 points below standard</p> <p>Increased 10.1 points</p> <p>143 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>102.4 points below standard</p> <p>Declined 7.5 points</p> <p>269 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>21 points below standard</p> <p>Increased 38.3 points</p> <p>47 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>79.1 points below standard</p> <p>Declined 37.2 points</p> <p>45 Students</p>

**Conclusions based on this data:**

1. All student groups increased except, Socioeconomically disadvantaged, Hispanic and White who decreased.
2. We need to use the adopted math curriculum so all students will have access to grade level curriculum.

# School and Student Performance Data

## Academic Performance Science

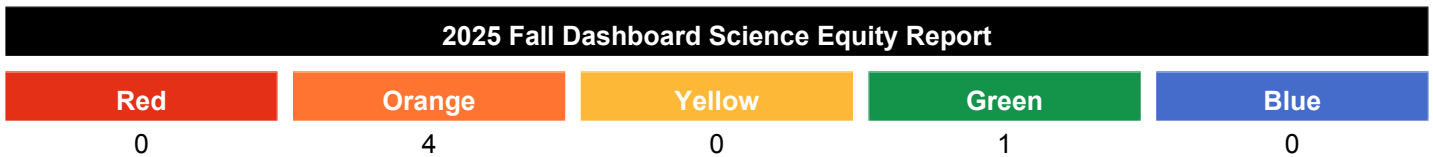
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This section provides number of student groups in each level.



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> Yellow</p> <p>47.9 science points</p> <p>Maintained -1.2 points</p> <p>225 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>37.8 science points</p> <p>Maintained 1 points</p> <p>56 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>25.4 science points</p> <p>Maintained -1.4 points</p> <p>17 Students</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>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>41.4 science points</p> <p>Declined 5 points</p> <p>90 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>31.3 science points</p> <p>Increased 2.1 points</p> <p>37 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>57.6 science points</p> <p>Declined 6.4 points</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>58.2 science points</p> <p>Increased 3 points</p> <p>50 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>40.5 science points</p> <p>Maintained -1.3 points</p> <p>107 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>50.8 science points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>36.1 science points</p> <p>Declined 14.7 points</p> <p>16 Students</p>

**Conclusions based on this data:**

1. All student groups maintained except, White and socioeconomically disadvantaged.
2. The science team needs to look at average student performance and monitor growth throughout the year.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 41.9 making progress. Number Students: 86 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 42.9 making progress. Number Students: 42 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> 17.4%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 40.7%	<b>Maintained ELPI Level 4</b> 1.2%	<b>Progressed At Least One ELPI Level</b> 40.7%

### Conclusions based on this data:

1. We did not meet our site goal regarding English Learner progress.. Only 40% of students made progress.
2. Our ELD team will need to work with ELA to identify areas of growth and how to increase access to grade level material for all our learners.

# School and Student Performance Data

## Academic Performance College/Career Report

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

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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 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>Red</p> <p>14.7% Chronically Absent</p> <p>Increased 3.7</p> <p>658 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>20.3% Chronically Absent</p> <p>Increased 7.3</p> <p>118 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>Red</p> <p>24.5% Chronically Absent</p> <p>Increased 8.7</p> <p>53 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>4.3% Chronically Absent</p> <p>Declined 11.4</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>21.4% Chronically Absent</p> <p>Increased 7.8</p> <p>271 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>24.6% Chronically Absent</p> <p>Increased 9.6</p> <p>114 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>7% Chronically Absent</p> <p>Declined 0.6</p> <p>114 Students</p>	<p><b>Filipino</b></p>  <p>Orange</p> <p>5.6% Chronically Absent</p> <p>Increased 0.8</p> <p>144 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>22.1% Chronically Absent</p> <p>Increased 7.9</p> <p>285 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>10.4% Chronically Absent</p> <p>Increased 5.7</p> <p>48 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>16.3% Chronically Absent</p> <p>Increased 1.5</p> <p>49 Students</p>

**Conclusions based on this data:**

1. Our MTSS team needs to focus on our chronically absent students.
2. We need to form an attendance team to focus on support for these studnets.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

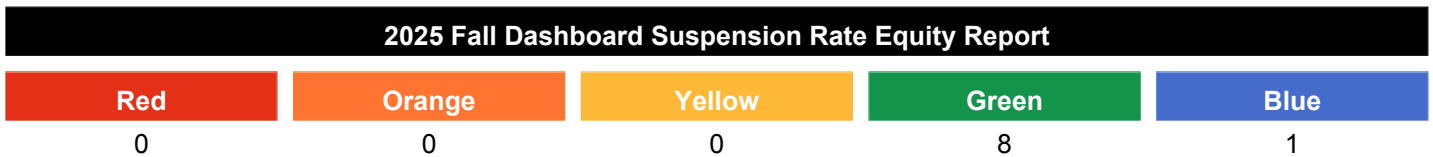
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>1.9% suspended at least one day</p> <p>Declined 3%</p> <p>671 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 3.5%</p> <p>124 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 3.3%</p> <p>54 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Increased 3.1%</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>3.6% suspended at least one day</p> <p>Declined 2.4%</p> <p>279 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 9.7%</p> <p>116 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>0.9% suspended at least one day</p> <p>Maintained -0.2%</p> <p>115 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 4.1%</p> <p>146 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 3.5%</p> <p>293 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.3%</p> <p>48 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>3.9% suspended at least one day</p> <p>Declined 3.5%</p> <p>51 Students</p>

**Conclusions based on this data:**

1. We believe our sense of belonging work is helping in this area.
2. We will continue with our STG and PBIS tier I & 2 and use of ATS.

# 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.

#### **Exceptional Instruction ( Priority 1) LEARN:**

By the Spring of 2027, students' school-wide performance in math and ELA will increase by 10% and 15%, respectively, compared to the 2022–23 school-wide scores in both ELA and math.

Benchmark 1A: By the Spring of 2026, all ALMS students will maintain or increase by 4% in school-wide performance for math and ELA compared to the 2024–25 school-wide scores in both ELA and math.

Benchmark 1B: By January 2026, all students will take the Listen/Interpret & Research: Use Evidence Interim Focus CAASPP test for baseline data.

Benchmark 1C: By January 2026, students will take the 6th-grade Algebraic Expressions, 7th-grade Algebraic Equations & Expression, and 8th-grade Functions, CAASPP test for baseline data.

Benchmark 1D: By March 2026, students will take the practice performance task in both ELA and math, with results scored and analyzed by the cross-curricular team for baseline data.

Benchmark 1E: By Spring 2026, 90% ELD students will increase by 1 level of the 2025 ELPAC Summative Assessment Score or meet reclassification status.

Benchmark 2A: By the Spring of 2027, all ALMS students will maintain or increase their school-wide performance in math and ELA by 10% compared to the 2022–23 school-wide scores in both ELA and math.

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

LCAP goal to which this school goal is aligned.

LCAP Goal: Academic Achievement - All students will demonstrate proficiency on local, state and/or national level assessments.

### 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.

Rigorous first instructional strategies in the classroom.

Alignment of instruction and lessons to grade-level claims, targets, and standards.

Collaborative planning time to address assessments, data results, and instructional lessons.

Implement evidence based strategies consistently.

Communicate with parents and student stakeholders class expectations and student performance levels.

Continuously analyze data and differentiate instruction for all students.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard ELA & Math (All Students)	42.71% ELA & 31.62% Math	4% increase from e 24-25 SY
California Dashboard ELA & Math (Asian)	65.43% ELA and 65.44Math	4% increase from 24--25 SY
California Dashboard ELA & Math (Mult, Race/ Two or more races)	41.18% ELA and 38.25% Math	4% increase from 24--25 SY
California Dashboard ELA & Math (Filipino)	57.77% ELA and 43.70 Math	4% increase from 24--25 SY
California Dashboard ELA & Math (Hispanic)	29.55% ELA and 16.49 % Math	4% increase from 24--25 SY
California Dashboard ELA & Math (Current English Learners)	0% ELA and 2.9% Math	4% increase from 24--25 SY
California Dashboard ELA & Math (Socio-economic Disadv)	25.12ELA & 17.93 % Math	4% increase from 24--25 SY
California Dashboard ELA & Math (Students w/Disabilities)	11.76% ELA & 7.84% Math	4% increase from 24--25 SY
California Dashboard ELA & Math (White)	50% ELA and 34.21 Math	4% increase from 24--25 SY
California Dashboard ELA & Math (Reclassified English Learners)	50.35% ELA and 37.76 Math	4% increase from 24--25 SY
California Dashboard Making Progress Toward ELPAC Proficiency (Current English Learners)	2023-24 Scores for Baseline data	increase by 1 level

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>IMPLEMENT RESEARCH-BASED STRATEGIES in Literacy</p> <p>Means of Achievement: Improvement of instructional strategies and materials</p> <p>Task:</p> <ol style="list-style-type: none"> <li>1. Continue the implementation of curriculum focused on essential standards as developed by site and district PLC teams.</li> <li>2. Development and implementation of site wide Academic Discourse strategies as defined by the SFFUSD.</li> <li>3. Monitor progress based on site wide data driven analysis of interim test administered in Jan. 2026</li> <li>4. Ensure text selections are addressing issues of equity and cultural competency.</li> <li>5. Utilize data from learning walks to their full potential in order to drive institutional shifts.</li> </ol>	All Students	<p>2000 LCAP At-Risk Student Support</p> <p>4000-4999: Books And Supplies Supplies for Literacy and content Areas</p> <p>3000 EI Support</p> <p>4000-4999: Books And Supplies</p>
1.2	<p>IMPLEMENT RESEARCHED-BASED STRATEGIES IN MATH</p>	All Students	<p>2000 LCAP At-Risk Student Support</p>

	<p>Means of Achievement: Improvement of instruction strategies and material</p> <p>Tasks</p> <ol style="list-style-type: none"> <li>1. Participation in the district-wide implementation of IM</li> <li>2. Participate and execute a lesson study as directed by SVMI minimum 1 team</li> <li>3. Monitor progress based on site wide data driven analysis of interim test administered in Jan. 2026</li> <li>4. Utilize data from integrity walks to their full potential in order to drive instruction and mathematical shifts.</li> </ol>		4000-4999: Books And Supplies
<b>1.3</b>	<p>CYCLE OF INQUIRY by PROFESSIONAL LEARNING COMMUNITIES</p> <p>Cycle of Inquiry ILT color teams will monitor and study Academic Discourse strategies and reflect on data collected through site tools.</p>	All Students	<p>9600.00</p> <p>Site Discretionary</p> <p>1000-1999: Certificated Personnel Salaries substitute and planning time for observations, academic conferencing</p> <p>1473.72</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Data support, grade data, accommodations at a glance</p>
<b>1.4</b>	<p>1.4 IMPLEMENT MTSS Multiple-Tiered Student Support Systems</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <ol style="list-style-type: none"> <li>1. Identify at-risk students by the end of 1st quarter.</li> <li>2. Implement MTSS plan to improve student learning in November 2025 and reevaluate students and plan at the end of each subsequent quarter (i.e., Academic Center, Math after Dark).</li> </ol> <p>Measures:</p> <p>By the end of the first quarter, teachers will identify at-risk students with two or more Ds or Fs for inclusion in academic support and/or credit recovery.</p> <p>By the end of the fourth quarter, 85% of at-risk students will move from a failing grade to a passing grade in ELA, math, or both.</p>	At-Risk Students	<p>3500</p> <p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Academic Center- Aug- Jan.</p> <p>3536.93</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Math After Dark</p> <p>5305.39</p> <p>LCAP At-Risk Student Support</p> <p>None Specified</p> <p>Academic Center ( Feb, March, April, May)</p>
<b>1.5</b>	<p>1.5 ELD Accommodations and Supports</p> <p>Staff collaboration to develop effective strategies to support English language acquisition.</p> <ol style="list-style-type: none"> <li>1. All general education teachers will use the accommodations at a glance organizer to track ELD accommodations.</li> </ol>	ELD Students	<p>580.49</p> <p>EI Support</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Bilingual Aide to attend Parent-Teacher Conferences and ELAC Meeting</p>

	<p>2. Classroom teachers and ELD teachers will collaborate to plan push-in support and provide targeted support to English Language Learners.</p> <p>3. General education teachers can provide robust teacher input for student ELD progress reports, present levels. 2x a month, allotted minutes during Wednesday or Tuesday meetings to respond to Ellevation Progress reports.</p> <p>4. Provide all teachers with ELL intervention strategies.</p> <p>5. Discuss Listening and Speaking standards across all content areas.</p> <p>6. Host four ELAC ( English Advisory Committee) meetings- Inform ELAC member of the site ELD master plan, Inform parents of the importance of attendance</p> <p>7. Provide ELAC access to Bilingual Aide to improve parent communication</p> <p>8. Implement ELD MTSS plan to improve student learning in conjunction with the general MTSS plan</p> <p>By end of 4th quarter, 90% of EL students will advance 1 level on the ELPAC assessment or meet reclassification status.</p>		<p>250</p> <p>EI Support</p> <p>4000-4999: Books And Supplies</p> <p>Refreshments for in person ELAC meeting,</p> <p>1178.98</p> <p>EI Support</p> <p>5000-5999: Services And Other Operating Expenditures teachers to attend ELAC meetings</p> <p>2947.44</p> <p>EI Support</p> <p>5000-5999: Services And Other Operating Expenditures PLC Planning- site work - Ellevation Paperwork</p> <p>200</p> <p>EI Support</p> <p>5000-5999: Services And Other Operating Expenditures Redesignation Party</p>
<p>1.6</p>	<p>1.6 IEP and 504 Accommodations and Support Staff collaboration on implementing IEP and 504 accommodations.</p> <p>All general education teachers will use accommodations at a glance organizer to track IEP and/or 504 accommodations</p> <p>General education teachers will be able to provide robust teacher input for student IEP present levels. 2x a month, allotted minutes during Wednesday or Tuesday meetings to respond to IEP 504 work.</p>	<p>SWD</p>	
<p>1.8</p>			

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

We saw an increase in our ELA scores and adjusted our annual increase due to the success from last year. We believe the ELA collaboration with Social Studies and the focus on writing supported this goal.

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

We adjusted our support this year for ELD as we did not meet the 90% goal. We are going to reallocate our ELD funds (123) to support this area of our goal.

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

We changed the annual outcome for ELA as we surpassed the annual outcome for last year so had to readjust the over achieving goal as ELA has already increased by 10% additionally we adjusted the math goal as we did not meet the percentage increase we had targeted for. We only reached 50% of our goal growth. This year we will set a goal to increase by double the percentage of last year (4%) with a three year increase of 8%. This can be found in our expected outcomes. Additionally 1.2 and 1.3 are new actions steps to support this growth.

# 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.

#### Empowered Educators and Equity Centered Systems ( Priority 4 & 5) LEARN & THRIVE:

By the Spring of 2027, Alta Loma staff (classified and certificated) will demonstrate the ability to support our district priority standards and initiatives for all students and create a safe and positive learning environment for all students as measured by District Benchmark Tests, CAASPP data, the California State Dashboard data, attendance data, and other site-specific survey data.

Benchmark 1A: Based on the Sown to Grow data by the Spring of 2026, our sense of belonging data will increase by 0.4 from our Spring 2025 data based on a 1-5 scale.

Benchmark 1B: By the Spring of 2026 the student-led restorative circles (SQUAD) will complete their first full year of implementation.

Benchmark 1C: Decrease absenteeism by 3% by the Spring of 2026 as compared to our 2025 data.

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

LCAP goal to which this school goal is aligned.

LCAP goal number 2 Engaging Student.

### 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.

Student, Staff growth. Alignment with the Portrait of a Graduate

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Math All Students	32.04	increase 4%
California Dashboard ELA All Student	42.15	increase 4%
Sown To Grow Sense of Belonging	3. 4 Sense of Belonging	We would like to reach a 3.8 - 4
California Dashboard Suspension Rates	TBD	
Absenteeism Rate 2025	14.7 %	

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>2.1 ILT Lead Work on Sense of Belonging            ILT color teams will monitor and study academic discourse strategies, and reflect on data collected through site tools specific to the topic of sense of belonging. Each team will analyze student data to inform decisions regarding a safe and collaborative learning environment. Certificated staff will attend trainings and workshops that will be offered through embedded collaboration time, faculty meetings, release time, and/or after-school to support the achievement of their cycle of inquiry goals            By Feb. 2026 all teachers will participated in a minimum of 1 cycle of inquiry with a focus on Academic Discourse.</p>	All Students	<p>4000            LCAP At-Risk Student Support            1000-1999: Certificated Personnel Salaries            Hourly compensation For PLC Meeting extra Time.</p>
2.2	<p>2.2 Faculty Lead Committee work so students THRIVE            All staff will participate on a site committee guiding work to increase an overall positive experience at school.            By October 2025, all committees will have an outlined plan for implementation in the 25-26 school year (PBIS Tier 1, PBIS Tier 2, Cultural/Equity,).            By Spring 2026, committees will implement support strategies and/or design the activity needed to support the necessary shift.            PBIS Tier 1            1a. Organization and Planning for implementing 1 school-wide activity per quarter.            1b. Execute 1 school-wide activity per quarter. (1st quarter: prepare for Halloween activity and anti-bullying activities, 2nd Quarter ALU, 3rd            1c. Amplify the use of positive behavior red tickets, including visuals such as posters.            1d. Deliver PBIS lesson format twice a year.             2. PBIS Tier 2            a. Organization and implementation of the Mentor program            b. Collaborate with SQUAD program for full implementation of student lead restorative circles.            3. Cultural and Equity Committee            a. Increase awareness of multicultural celebrations -Library, main office, announcements.            b. Implement school-wide cultural events in collaboration with/ leadership.             3. Cultural/Equity            a. increase awareness of multi cultural celebrations            b. implement school-wide cultural events in collaboration with leadership             4. Attendance Committee            a. monitor student attendance</p>	All Students	<p>4000.00            LCAP At-Risk Student Support            1000-1999: Certificated Personnel Salaries            hourly compensation            Committee mtgs, program implementation</p>

	<p>b. MTSS plan to address chronic absenteeism.</p> <p>5. Safety Committee  a. Coordinating with school safety plan to review and monitor site needs.</p>		
<b>2.3</b>	<p>2.3 PBIS Professional Development  Continued implementation of PBIS Tier 1- (School-wide strategies, posters, red tickets, community circles)</p> <p>Continued implementation of PBIS Tier 2- (Community Circles, mentor program, restorative circles)  SQUAD</p>	At-Risk Students	<p>2500.00  Site Discretionary  1000-1999: Certificated Personnel Salaries  Hourly compensation for Mentor program  1000  LCAP At-Risk Student Support  4000-4999: Books And Supplies  To support Red tickets, community circles, mentor program, restorative circles  2357.95  LCAP At-Risk Student Support  1000-1999: Certificated Personnel Salaries  Community and restorative Circles.</p>
<b>2.4</b>	<p>2.4 SEL &amp; Sense of Belonging  Means of Achievement:</p> <ol style="list-style-type: none"> <li>1. Continue with the implementation of SSA (Safe School Ambassadors).</li> <li>2. Continued implementation of Sown to Grow.</li> <li>3. Continued implementation in PBIS Tier 1.</li> <li>4. Continued implementation of PBIS Tier 2.</li> <li>5. Community Activities During Lunch and after school -leadership.</li> </ol>	All Students	<p>400  LCAP At-Risk Student Support  4000-4999: Books And Supplies  Snacks for SSA  5000  LCAP At-Risk Student Support  4000-4999: Books And Supplies  Subscription to Sown To Grow  3947.44  LCAP At-Risk Student Support  1000-1999: Certificated Personnel Salaries  SSA coverage and training  663.17  LCAP At-Risk Student Support  1000-1999: Certificated Personnel Salaries  Sown To Grow organization and prep  5000  LCAP At-Risk Student Support  4000-4999: Books And Supplies</p>

			SOWN TO GROW
<b>2.5</b>	<p><b>2.5 PROVIDE STUDENT SERVICES</b> Means of Achievement: Auxiliary services for students and parents</p> <p>Task: 1. Identify at-risk students, especially in our significant subgroups (Latino/Hispanic, Filipino, Caucasian, ELD, SPED). 2. Provide mentoring services for selected students. 3. Provide counseling services through community partnerships. 4. Provide information and resources to parents/guardians. 5. Provide after-school academic intervention classes.</p>	All Students	
<b>2.6</b>	<p><b>2.7 Staff Self and District Selected Conferences</b> Set aside \$ for teachers and departments to attend off-site training in the following areas. Exceptional Instruction Engaged Students Purposeful Partnerships Empowered Educators Equity Centered Systems Outline of follow-up on conference impact by the end of the year.</p>	At Risk Students	7000 Site Discretionary 1000-1999: Certificated Personnel Salaries Staff and District Conferences.
<b>2.7</b>	<p><b>2.8 Push-In Support (SPED)</b> 1. Training on effective classroom support for students with IEPs including co-teaching and paraprofessional duties 2. Create a checklist for paraprofessionals and classroom teachers to align push-in and pull-out support to IEP goals</p>	At-Risk 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.

We are meeting our targets for this goal and believe our action steps are yielding the results we want to see.

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

We will have a stronger focus on attendance to support our area of growth for Chronic Absenteesim.

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.

You will see this change in action step 2.1

# 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.

#### Empowered Educators- Professional Development to support all teachers in delivering HQIM.

By Spring 2027, All Alta Loma staff will demonstrate the ability to deliver accessible, rigorous, and culturally relevant instruction aligned to district priorities by engaging in professional development focused on academic discourse, math language routines and curriculum implementation. This will improve students engagement and outcomes related to increased proficiency in California State Standards as measured by growth on CAASPP scores, California Dashboard indicators, and student feedback from site specific survey data.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - 4 Empowered Educators.

### 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.

Identified Need: ALMS teachers, staff, and instruction must be aligned with the Portrait of a Graduate and the District Strategic Plan. Needs assessment found gaps in the areas of Learning, Impact and Navigate.

### Annual Measurable Outcomes

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

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

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 ILT work on Academic Discourse Instructional Leadership Team will identify areas of support for ALMS teachers to increase the student opportunities for Academic Discourse. The ILT team will meet monthly to analyze students data to inform decisions regarding supports and professional development opportunities for Academic Discourse.	All Students	1000 Site Discretionary 4000-4999: Books And Supplies  Site Discretionary 1000-1999: Certificated Personnel Salaries College and Career Fair Prep (4 hours x 3 counselors)
3.2	3.2 ILT color teams will monitor and study academic discourse strategies, and reflect on data collected through site tools specific tools. Each team will analyze student data to inform decisions creating	All Students	

	and supporting a classroom environment conducive for students to share thier thinking, as questions about other's thinking and to build upon their own and knowledge. Certificated staff will attend trainings and workshops that will be offered through embedded collaboration time, faculty meetings, release time, and/or after-school to support the achievement of their ROCI (Results Oriented Cycle of Inquiry)		
3.3	3.3 Each ILT Color team will engage in a minimum of 1 ROCI as a dictated by the team generated 30 day action plan.	All Students	9600 Site Discretionary 1000-1999: Certificated Personnel Salaries
3.4			
3.5			
3.7			

## 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.

The focus this year on Academic Discourse and observing teaching was productive and allowed the site the ability to identify site wide needs improvement areas for instruction. Test scores may not have increased with this year 1 of implementation but teaching practices are changing.

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

The are not many major differences. The bulk of the site budgets was spend on teacher professional development observing one another in teaching practices and we did that.

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.

Changes will be made year to year, based on student performance on CAASPP, benchmark assessment and walk through data. This will be found throughout the SPSA specifical the Action steps for Goal 3. specifically Action steps 3.1 and 3.2

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

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

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

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

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

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

## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

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

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

## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

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

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

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

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

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

## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

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

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

## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,041.51
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
EI Support	\$8,156.91
LCAP At-Risk Student Support	\$40,684.60
None Specified	\$3,500.00
Site Discretionary	\$29,700.00

Subtotal of state or local funds included for this school: **\$82,041.51**

Total of federal, state, and/or local funds for this school: **\$82,041.51**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	59894	30,194.00
Site Allocation	3500.00	3,500.00
Site Allocation	8000.00	8,000.00
Instructional Media	1279	1,279.00
Site Allocation	26080	26,080.00
EI Support	12027	3,870.09
LCAP At-Risk Student Support	49826	9,141.40
Gift Fund	40726.86	40,726.86
None Specified	0	-3,500.00

## Expenditures by Funding Source

Funding Source	Amount
EI Support	8,156.91
LCAP At-Risk Student Support	40,684.60
None Specified	3,500.00
Site Discretionary	29,700.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	52,179.21
2000-2999: Classified Personnel Salaries	580.49
4000-4999: Books And Supplies	19,650.00
5000-5999: Services And Other Operating Expenditures	4,326.42
None Specified	5,305.39

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	EI Support	580.49
4000-4999: Books And Supplies	EI Support	3,250.00
5000-5999: Services And Other Operating Expenditures	EI Support	4,326.42
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	19,979.21
4000-4999: Books And Supplies	LCAP At-Risk Student Support	15,400.00
None Specified	LCAP At-Risk Student Support	5,305.39
1000-1999: Certificated Personnel Salaries	None Specified	3,500.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	28,700.00
4000-4999: Books And Supplies	Site Discretionary	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,572.95
Goal 2	35,868.56
Goal 3	10,600.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Nina Mendez	Principal
Gabriella Cisneros	Classroom Teacher
Erica Odencrans	Classroom Teacher
Melissa Gonzalez	Parent or Community Member
Kimberly Lasso	Parent or Community Member
Shana Kirashima	Parent or Community Member
Cassandra Alacala	Other School Staff Parent or Community Member
Angie YE	Secondary Student
Erika Arroyo	Secondary Student
Daniela Cervantes	Secondary Student
Hanna GOn	Secondary Student

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**



Other: English Learner Advisory Committee, Marcelo Penoloza

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/25.

Attested:



Principal, Nina Mendez on 5/22/25



SSC Chairperson, Erica Odencrans on 5/22/25

# 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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