

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alberhill School	Elementary	33-75176-0139790	05/18/26	6/11/26

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

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

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

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

This plan is being used by Alberhill Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

In alignment with LEUSD's LCAP, this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Leadership and the District Office.

Educational Partner Input

SSC (list each meeting, the topics and input from group)

SSC Team Meetings

SSC 10/20/25 Role and responsibilities of the SSC, progress on spsa, discussed an input on Parent Engagement & Parent School Compact input for discussion and input on Safe Schools Plan.

SSC 11/17/25 Parent and Family Engagement input and adjustments updated. ELD update, discussion on progress of SPSA tutoring & parent nights.

SSC 01/26/26 Progress update on Tutoring, Parent Nights, Teacher survey on Data Days feedback. Root Cause analysis & ELD update.

SSC 02/23/26 Canceled

SSC 03/16/26 SPSA update on tutoring and parent nights.

SSC 04/20/26 Reviewed Title I Parent Survey. Discussed need for parent engagement activities to be revised.

Allocations discussion regarding direction for SPSA draft 26 27.

SSC 05/18/26 Finalized SPSA for 26 27.

Leadership Team Meeting

08/19/25. SPSA Opportunities Title I Parent and Family Engagement Policy Parent School Compact. Assessments, Data Days, parent nights and adjunct duties.

Data Days Scheduling PBIS/behavior opportunities Tutoring targets

08/27/25. Mandatory Items: Establish Norms Curriculum maps and new benchmarks Focus of Data Days (Title I)

09/15/25. CAASPP dashboard, Home/School Compact, assessment implementation status.

9/30/25. Title 1 Data Day planning. Home school compact revisit. Adjunct duties w/ parent nights.

10/14/25. Big Picture data documentation/interventions SSTs, IEPs, Title I, etc.

10/28/25. After school Tutoring update.

11/12/25. Foundational Skills Intro McREL Strategies

12/10/25. iReady Scores Formal Introduction to McREL first best instruction

01/28/25. First best instruction: 14 McREL strategies Young author school wide? Open House date Active shooter training inservice

02/11/25. Math mob plc interest Prop 28 Summer school/intersession Feedback from McREL strategy discussions

03/17/25. CAASPP Testing Window May 5th -May 23rd. PD data day April 23-24. SPSA discussion (Leadership, Tutoring, Parent Nights Other needed release Days or Extra Duty to targeted groups) SSC in support.

04/15/25. Discussed suggestions on conflicts - adjusting either leadership meeting or tutoring for next year? SSTs - SPSA draft

05/16/25 Final Review of SPSA.

ELAC

10/24/25: 1st ELAC meeting of the school year. District PowerPoint Presentation on What is ELAC, defining and giving an overview the EL Program. Parents were provided handouts. Review of roles and responsibilities. Updates from DELAC meeting on 10/23/25 were shared. Future ELAC meeting dates presented. Review of Comprehensive School

Safety Plan and input received. Parents shared about parking lot etiquette. Parents presented the Parent Compact for input. School Site Council/SPSA updates provided. No input toward SPSA were provided.

12/12/25: Importance of regular school attendance was discussed. Independent study explained. Discussion on the importance of being on time and minimize disruption to daily instruction. After school tutoring plan to support EL students to start January 2026, upon return from winter break. Tutoring will focus on specific EL strategies to support student needs. Discussion on ELAC supports for EL students. Discussion on ELD during school day and how Bilingual paraeducators support ELD with teacher. Discussion on academic language versus social language. School Site Council/SPSA updates provided.

2/27/26: Needs assessment completed to support EL students. Updates on after school tutoring. Students have an opportunity to participate in after school tutoring either by grade level, EXCEL, or EL targeted tutoring. CA dashboard and tutoring data was reviewed. Students that were consistent in attending after school tutoring showed an increase in iReady scores. Discussion on interventions to support EL students. Parent/Family Engagement night for Read Across America. Guest readers invited during the school day to read to students.

4/24/26: School Site Council updates provided. Parents were in agreement with goal and supported continued EL after school tutoring. DELAC updates provided. Discussion on the domains tested on ELPAC. Next year's meetings will remain on Friday's following Friday Flag.

12/08/25 Title I Annual Parent Meeting- Presented to explain and receive parental input on the Title I program.

Title I Parent Survey. The most critical feedback was that 37% of the responses (n=27) felt that the school did not "offer sufficient opportunities/events to be involved as a parent and family during the year." This confirmed discussions with staff and PTA. Alberhill needs to be more specific and targeted in our communication and invitations to school events.

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 only.

Alberhill is not eligible for ATSI or 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.

Dashboard and site analysis:

Attendance is the area of significant concern across all groups, impacting academic performance for students across the school.

Monthly Attendance meetings, SART, SARB, and attendance celebrations have shown improvement during the year and all subgroups reduced Chronic Absenteeism. At P2 2026 all students were at ADA of 95.96% as of P2.(up from 2025 of 95.44). Actual ADA is higher with attendance recovery and ISC practices implemented this year. Alberhill had a suspension rate was 1.3% (M) with an increase of 1.1%.

Performance

All students ELA (L) -11.7 dfs with an improvement of +9 dfs. Math was -34 dsf (L) with a decrease of 0.6 dsf.

English Learners positive change in performance and EL ELA -38 dfs (+ 10.1 dfs n=48) & Math -50.3 dfs (+2.2 dfs) and Chronic Absenteeism was (H) 14.3% (decrease of 4.4%)

Homeless subgroup Suspension Rate (VL) blue 0% (-1.3%) n=42

Socioeconomically Disadvantaged subgroup ELA (L) -21.5 dsf (+10.5 dsf) Math (L) -42.5 dsf (+0.6 dsf) and Suspension Rate of 1.8% (+1.5%)

Students with Disabilities ELA (VL) -73.7 dsf, Math (L) -90.2 dsf (-10.7 dsf) Suspension rate 2.6% (m) +2.6%. Chronic Abs (VH) 24.3% (-6.1%)

Hispanic ELA (L) -17.9 dfs (+9 dfs) & Math (L) improved to -40.5 dfs (-2.7 dfs)

White subgroup was Chronic Abs (M) 9.1% (-3.2%) and Suspension Rate 2.2% (M) increase of 2.2%.

ELPI (M) improvement of 45.2% points n=73 ELPI indicator shows a significant increase (last year was significant decrease in ELD progress). Looking at the three year history, there has been a high variability from year to year. Implementing tutoring specific to this subgroup was implemented this year, so improvement is not a result of site program or tutoring and more likely variability in student population. Monitoring will continue to get a better understanding of intervention impacts.

Based on the data, it is imperative that we continue our work on attendance supports with additional monitoring, SSTs, and positive reinforcement. Tutoring is one tool to support student subgroups that are struggling, reinforce concepts missed, and focus classroom and tutoring on best instructional strategies (such as approaches laid out in McCREL documents.). Tutoring Data shows improvement in each group. There appears to be a strong correlation gains and parameters of topic & attendance. Mainstreaming of our SWD population will continue to be monitored and encouraged based on individual needs of student and individualized educational plan. Tutoring has shown to be supportive and parent feedback indicates it as a high priority. Organizing as a staff early to implement the tutoring earlier in the school year will also improve student performance.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.20%	0.21%	0.18%	1	1	1
African American	5.50%	4.54%	4.41%	27	22	24
Asian	1.83%	2.47%	3.68%	9	12	20
Filipino	1.02%	1.03%	1.47%	5	5	8
Hispanic/Latino	66.40%	67.63%	64.89%	326	328	353
Pacific Islander	0.20%	0.21%	0.18%	1	1	1
White	19.96%	17.94%	19.12%	98	87	104
Multiple/No Response	4.89%	5.98%	6.07%	24	29	33
Total Enrollment				491	485	544

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		28	61
Kindergarten	71	65	62
Grade 1	88	77	70
Grade 2	79	85	82
Grade 3	87	75	90
Grade 4	61	90	82
Grade 5	63	65	97
Total Enrollment	491	485	544

Conclusions based on this data:

1. Our Kindergarten enrollment has increased slightly. Early Literacy should be a focus for the coming year.
2. Our enrollment of has increased from 491 in 23-24 to 511 in 24-25.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	80	73	69	14.9%	16.3%	12.7%
Fluent English Proficient (FEP)	17	22	28	3.1%	3.5%	5.1%

Conclusions based on this data:

1. English Lerner population continues to increase this past year.
2. Reclassification numbers need to be investigated.
3. ELPAC results are concerning for our EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	86	78	51	82	77	51	82	77	100.0	95.3	98.7
Grade 4	55	58	91	55	56	89	55	56	89	100.0	96.6	97.8
Grade 5	47	63	63	47	61	61	47	61	61	100.0	96.8	96.8
All Grades	153	207	232	153	199	227	153	199	227	100.0	96.1	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2409.	2407.	19.61	17.07	16.88	21.57	26.83	15.58	29.41	25.61	37.66	29.41	30.49	29.87
Grade 4	2430.	2436.	2453.	10.91	7.14	20.22	18.18	28.57	23.60	25.45	33.93	23.60	45.45	30.36	32.58
Grade 5	2469.	2477.	2503.	6.38	14.75	22.95	27.66	27.87	37.70	27.66	21.31	16.39	38.30	36.07	22.95
All Grades	N/A	N/A	N/A	12.42	13.57	19.82	22.22	27.64	24.67	27.45	26.63	26.43	37.91	32.16	29.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.53	8.54	9.09	50.98	65.85	74.03	25.49	25.61	16.88
Grade 4	12.73	10.71	10.11	61.82	73.21	74.16	25.45	16.07	15.73
Grade 5	6.38	6.56	13.11	72.34	73.77	60.66	21.28	19.67	26.23
All Grades	14.38	8.54	10.57	61.44	70.35	70.48	24.18	21.11	18.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.69	10.98	15.58	52.94	58.54	59.74	31.37	30.49	24.68
Grade 4	1.82	3.57	11.24	54.55	67.86	64.04	43.64	28.57	24.72
Grade 5	4.26	6.56	16.39	68.09	60.66	60.66	27.66	32.79	22.95
All Grades	7.19	7.54	14.10	58.17	61.81	61.67	34.64	30.65	24.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.73	7.32	6.49	58.82	78.05	76.62	27.45	14.63	16.88
Grade 4	1.82	5.36	14.61	87.27	78.57	73.03	10.91	16.07	12.36
Grade 5	12.77	9.84	6.56	80.85	80.33	80.33	6.38	9.84	13.11
All Grades	9.15	7.54	9.69	75.82	78.89	76.21	15.03	13.57	14.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.92	8.54	7.79	74.51	80.49	71.43	21.57	10.98	20.78
Grade 4	9.09	10.71	10.11	63.64	66.07	69.66	27.27	23.21	20.22
Grade 5	6.38	18.03	19.67	63.83	67.21	60.66	29.79	14.75	19.67
All Grades	6.54	12.06	11.89	67.32	72.36	67.84	26.14	15.58	20.26

Conclusions based on this data:

1. Alberhill continues to make strides in improving % of students scoring above standard as well as reducing % below standard.
2. Percentage of students tested was down to 96%. This appears to be primarily from parents requesting their child not take CAASPP tests.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	86	78	51	82	77	51	82	77	100.0	95.3	98.7
Grade 4	55	58	91	55	56	89	55	56	89	100.0	96.6	97.8
Grade 5	47	63	63	47	61	61	47	61	61	100.0	96.8	96.8
All Grades	153	207	232	153	199	227	153	199	227	100.0	96.1	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2414.	2415.	2414.	5.88	13.41	12.99	35.29	20.73	22.08	25.49	29.27	36.36	33.33	36.59	28.57
Grade 4	2434.	2438.	2453.	3.64	1.79	8.99	21.82	25.00	24.72	36.36	42.86	35.96	38.18	30.36	30.34
Grade 5	2447.	2473.	2466.	8.51	9.84	11.48	8.51	16.39	13.11	21.28	32.79	34.43	61.70	40.98	40.98
Grade 11															
All Grades	N/A	N/A	N/A	5.88	9.05	11.01	22.22	20.60	20.70	28.10	34.17	35.68	43.79	36.18	32.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.69	13.41	11.69	56.86	60.98	64.94	27.45	25.61	23.38
Grade 4	7.27	5.36	12.36	50.91	55.36	57.30	41.82	39.29	30.34
Grade 5	4.26	4.92	9.84	44.68	62.30	42.62	51.06	32.79	47.54
Grade 11									
All Grades	9.15	8.54	11.45	50.98	59.80	55.95	39.87	31.66	32.60

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.80	12.20	11.69	58.82	48.78	63.64	31.37	39.02	24.68
Grade 4	5.45	1.79	11.24	52.73	66.07	51.69	41.82	32.14	37.08
Grade 5	10.64	13.11	8.20	40.43	37.70	63.93	48.94	49.18	27.87
All Grades	8.50	9.55	10.57	50.98	50.25	59.03	40.52	40.20	30.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.80	14.63	15.58	68.63	69.51	63.64	21.57	15.85	20.78
Grade 4	9.09	8.93	15.73	60.00	57.14	53.93	30.91	33.93	30.34
Grade 5	4.26	11.48	13.11	53.19	65.57	57.38	42.55	22.95	29.51
All Grades	7.84	12.06	14.98	60.78	64.82	58.15	31.37	23.12	26.87

Conclusions based on this data:

1. Students scoring above standard increase and percentage of students scoring below standard decreased.
2. Percentage of students tested was down to 96%. This appears to be primarily from parents requesting their child not take CAASPP tests.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1420.0	1410.4	*	1425.9	1417.1	*	1405.9	1394.7	*	14	21	10
1	1422.6	*	1481.2	1400.6	*	1467.6	1444.0	*	1494.2	14	10	19
2	1478.2	1437.7	1454.8	1470.8	1421.4	1451.6	1485.2	1453.5	1457.3	13	17	12
3	*	1462.2	1471.9	*	1447.3	1464.1	*	1476.6	1479.2	9	13	19
4	*	1499.8	1493.1	*	1484.9	1481.5	*	1514.1	1504.4	6	12	16
5	*	*	1530.2	*	*	1516.7	*	*	1543.2	10	10	11
All Grades										66	83	87

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	0.00	*	21.43	61.90	*	64.29	23.81	*	7.14	14.29	*	14	21	*
1	7.14	*	15.79	28.57	*	63.16	50.00	*	21.05	14.29	*	0.00	14	*	19
2	15.38	0.00	8.33	23.08	35.29	50.00	61.54	47.06	16.67	0.00	17.65	25.00	13	17	12
3	*	0.00	0.00	*	23.08	31.58	*	53.85	57.89	*	23.08	10.53	*	13	19
4	*	25.00	13.33	*	25.00	33.33	*	25.00	33.33	*	25.00	20.00	*	12	15
5	*	*	27.27	*	*	36.36	*	*	27.27	*	*	9.09	*	*	11
All Grades	9.09	4.82	13.95	28.79	34.94	45.35	51.52	39.76	30.23	10.61	20.48	10.47	66	83	86

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	0.00	*	21.43	57.14	*	64.29	28.57	*	7.14	14.29	*	14	21	*
1	0.00	*	26.32	35.71	*	42.11	50.00	*	31.58	14.29	*	0.00	14	*	19
2	15.38	5.88	33.33	46.15	17.65	25.00	38.46	58.82	25.00	0.00	17.65	16.67	13	17	12
3	*	0.00	10.53	*	30.77	47.37	*	46.15	31.58	*	23.08	10.53	*	13	19
4	*	8.33	6.67	*	50.00	66.67	*	25.00	13.33	*	16.67	13.33	*	12	15
5	*	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11
All Grades	9.09	6.02	24.42	37.88	37.35	43.02	42.42	39.76	25.58	10.61	16.87	6.98	66	83	86

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		9.52	*		33.33	*		42.86	*		14.29	*		21	*
1		*	21.05		*	52.63		*	21.05		*	5.26		*	19
2		5.88	0.00		41.18	50.00		29.41	25.00		23.53	25.00		17	12
3		0.00	0.00		15.38	31.58		53.85	42.11		30.77	26.32		13	19
4		16.67	6.67		16.67	40.00		33.33	26.67		33.33	26.67		12	15
5		*	9.09		*	54.55		*	18.18		*	18.18		*	11
All Grades	7.58	7.23	11.63	28.79	28.92	41.86	50.00	38.55	29.07	13.64	25.30	17.44	66	83	86

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	38.10	*	64.29	52.38	*	7.14	9.52	*	14	21	*
1	50.00	*	63.16	28.57	*	36.84	21.43	*	0.00	14	*	19
2	53.85	35.29	58.33	38.46	52.94	25.00	7.69	11.76	16.67	13	17	12
3	*	7.69	10.53	*	69.23	78.95	*	23.08	10.53	*	13	19
4	*	33.33	26.67	*	58.33	66.67	*	8.33	6.67	*	12	15
5	*	*	36.36	*	*	63.64	*	*	0.00	*	*	11
All Grades	33.33	28.92	38.37	53.03	57.83	55.81	13.64	13.25	5.81	66	83	86

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	*	64.29	66.67	*	35.71	33.33	*	14	21	*
1	0.00	*	0.00	42.86	*	73.68	57.14	*	26.32	14	*	19
2	15.38	0.00	16.67	76.92	64.71	50.00	7.69	35.29	33.33	13	17	12
3	*	15.38	10.53	*	38.46	73.68	*	46.15	15.79	*	13	19
4	*	8.33	6.67	*	66.67	80.00	*	25.00	13.33	*	12	15
5	*	*	45.45	*	*	54.55	*	*	0.00	*	*	11
All Grades	12.12	6.02	12.79	60.61	56.63	70.93	27.27	37.35	16.28	66	83	86

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	0.00	*	92.86	80.95	*	0.00	19.05	*	14	21	*
1	14.29	*	26.32	64.29	*	68.42	21.43	*	5.26	14	*	19
2	15.38	0.00	8.33	53.85	64.71	66.67	30.77	35.29	25.00	13	17	12
3	*	0.00	0.00	*	53.85	47.37	*	46.15	52.63	*	13	19
4	*	25.00	6.67	*	41.67	53.33	*	33.33	40.00	*	12	15
5	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
All Grades	10.61	4.82	12.79	66.67	63.86	60.47	22.73	31.33	26.74	66	83	86

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	28.57	*	28.57	47.62	*	42.86	23.81	*	14	21	*
1	14.29	*	26.32	64.29	*	63.16	21.43	*	10.53	14	*	19
2	15.38	11.76	8.33	84.62	64.71	58.33	0.00	23.53	33.33	13	17	12
3	*	0.00	0.00	*	84.62	78.95	*	15.38	21.05	*	13	19
4	*	25.00	6.67	*	58.33	80.00	*	16.67	13.33	*	12	15
5	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
All Grades	13.64	13.25	17.44	65.15	65.06	65.12	21.21	21.69	17.44	66	83	86

Conclusions based on this data:

1. The number of English Learners is increasing each year and scores in this subgroup is decreasing.
2. English learners needs to be a focus in the upcoming 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
485	70.3%	15.1%	1.2%
Total Number of Students enrolled in Alberhill Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	15.1%
Foster Youth	6	1.2%
Homeless	37	7.6%
Socioeconomically Disadvantaged	341	70.3%
Students with Disabilities	87	17.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.5%
American Indian	1	0.2%
Asian	12	2.5%
Filipino	5	1%
Hispanic	328	67.6%
Two or More Races	29	6%
Pacific Islander	1	0.2%
White	87	17.9%

Conclusions based on this data:

1. The students qualifying as Socioeconomically Disadvantaged and English Learners is on the rise.

2. AES continues to serve a small population of foster youth. This allows us to track and support these students closely.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

- As the number of EL students increase, we will need to give greater attention to our instruction and supports for our English Learner population.
- The number of students chronically absent continues to decrease.

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		
All Students	English Learners	Long-Term English Learners
 Yellow 11.7 points below standard Increased 9 points 215 Students	 Yellow 38 points below standard Increased 10.1 points 48 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 42.2 points below standard Declined 14.4 points 13 Students	 Yellow 21.5 points below standard Increased 10.5 points 162 Students

Students with Disabilities  Red 73.7 points below standard Declined 6.7 points 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 17.9 points below standard Increased 9 points 137 Students
Two or More Races  No Performance Color 22.6 points above standard 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 0 points below standard Declined 9.7 points 47 Students

Conclusions based on this data:

1. AES will need to expand our supports for English Learners.
2. There is a general pattern of growth. It will be key to continue to focus on benchmark assessments and progress monitoring, particularly with EL and SWD subgroups.

School and Student Performance Data

Academic Performance Mathematics

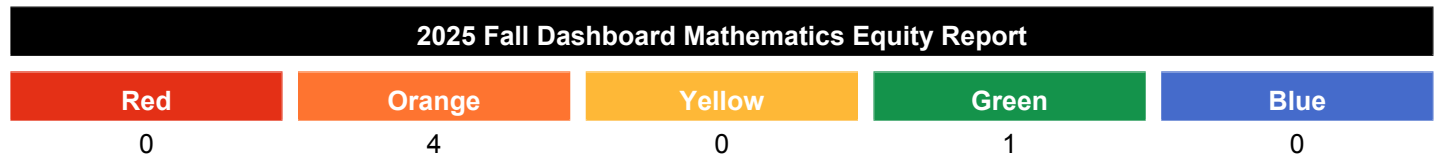
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This section provides number of student groups in each level.



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		
All Students  Orange 34 points below standard Maintained -0.6 points 216 Students	English Learners  Orange 50.3 points below standard Maintained 2.2 points 49 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 52.9 points below standard Declined 18.6 points 14 Students	Socioeconomically Disadvantaged  Orange 42.5 points below standard Maintained 0.6 points 163 Students

Students with Disabilities  Orange 90.2 points below standard Declined 10.7 points 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 40.5 points below standard Maintained -2.7 points 137 Students
Two or More Races  No Performance Color 37.8 points below standard 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 10.9 points below standard Increased 7.9 points 47 Students

Conclusions based on this data:

1. SWD subgroup continues to perform significantly below "All Student" group. Some of this can be attributed to the change in Alternative Assessment criteria.
2. Our English Learners are having difficulty for accessing the curriculum.
3. Math is a relative weakness in our student performance.

School and Student Performance Data

Academic Performance Science

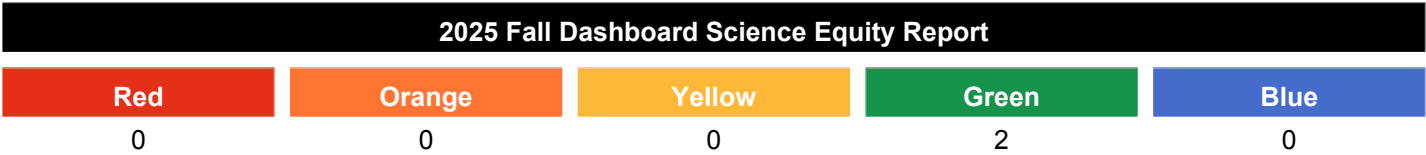
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students  Green 54.7 science points Increased 6 points 60 Students	English Learners  No Performance Color 55.4 science points 15 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 51.8 science points Increased 6 points 45 Students

Students with Disabilities  No Performance Color 43 science points Maintained -0.9 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 53.3 science points Increased 9.9 points 39 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 61.3 science points Increased 7.7 points 11 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
45.2 making progress.	making progress.
Number Students: 73 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1%	44.4%	0%	44.4%

Conclusions based on this data:

1. This years scores show a clear need for additional support and attention to our English Learners.
2. Our English Learners are having difficulty for accessing the curriculum.

School and Student Performance Data

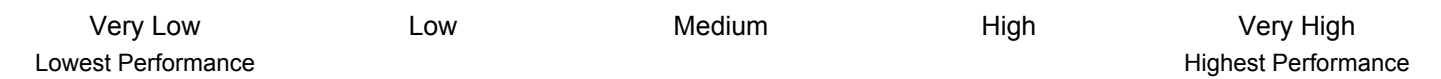
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

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:

- No school cumulative data.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

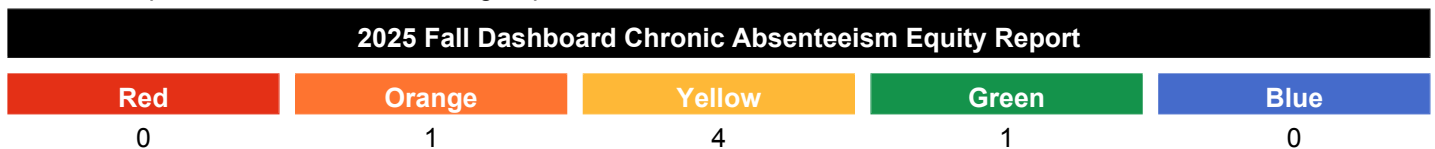
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about 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		
All Students Yellow 15.8% Chronically Absent Declined 3.5 532 Students	English Learners Yellow 14.3% Chronically Absent Declined 4.4 91 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless Yellow 19.5% Chronically Absent Declined 11.6 41 Students	Socioeconomically Disadvantaged Yellow 18.4% Chronically Absent Declined 3.6 375 Students

Students with Disabilities  Orange 24.3% Chronically Absent Declined 6.1 111 Students	African American  No Performance Color 8.3% Chronically Absent Declined 21.3 24 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 18.8% Chronically Absent 0 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 17.9% Chronically Absent Declined 3.2 363 Students
Two or More Races  No Performance Color 18.2% Chronically Absent Declined 6.8 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 9.1% Chronically Absent Declined 0.9 88 Students

Conclusions based on this data:

1. Absences are negatively impacting performance of our students. Staff is required to reteach missed material and negatively impacts class instructional opportunities.
2. Overall attendance has improved significantly.
3. Can reduce Attendance support days since few were implemented and other strategies have been successful.

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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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

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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. No school data.

School and Student Performance Data

Conditions & Climate Suspension Rate

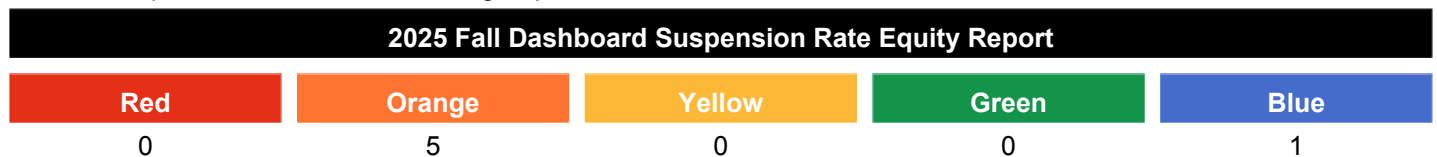
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about 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		
All Students  Orange 1.3% suspended at least one day Increased 1.1% 548 Students	English Learners  Orange 1.1% suspended at least one day Increased 1.1% 92 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  Blue 0% suspended at least one day Declined 1.3% 42 Students	Socioeconomically Disadvantaged  Orange 1.8% suspended at least one day Increased 1.5% 388 Students

Students with Disabilities  Orange 2.6% suspended at least one day Increased 2.6% 117 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 1.1% suspended at least one day Increased 0.8% 372 Students
Two or More Races  No Performance Color 2.9% suspended at least one day Increased 2.9% 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 2.2% suspended at least one day Increased 2.2% 91 Students

Conclusions based on this data:

1. Suspension rates remain very low.
2. Suspensions for homeless youth increased slightly at 1.3%.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeff Marks	X				
Chelsea Anderson-Shulze		X			
Marisa Couron		X			
Heather Ellis		X			
Judy Flores Molinar				X	
Ellen Readers				X	
Punita Shah				X	
Araceli Palofox				X	
Sally Jarvis Lubbe				X	
Anacani Bruno			X		
For Safe Schools Plan					
School/Law Enforcement - S.R.O.					
Mayor of Lake Elsinore Invite					
Numbers of members of each category:	1	3	1	5	

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.

AES will increase student performance in ELA, Math, ELPI and Science

Goal 1a. ELA - All students will increase by 10 points. EL subgroups will increase by 15 points. SWD will increase 15 points.

Goal 1b. Math All students will increase by 10 points. EL, SWD, SED subgroups will increase by 10 points.

Goal 1c. ELPI EL will increase by 15% on EL levels.

Goal 1d. Science indicators show students scoring (M) 54.7 sp science points which is Green on the new metric.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

Identified Need

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

Alberhill has identified that students at risk need additional supports.

ELA - EL (yellow -38 dfs), SWD (red -73.7 dfs).

Math - EL (orange-50.3% dfs) SED (yellow-44.1% dfs) SWD (orange-124.7% dfs) Hispanic (yellow-37.8% dfs)

EL students on ELPI (Green M 45.2% decrease of 21.1% Note increase cannot be accounted for by interventions so monitoring subgroup important. Science 54.7 science points Green. Science Tutoring for targeted student groups will be offered to address the identified need. Parent feedback collected through ELAC meetings indicates continued/increased desire and need for tutoring and language support. To address these areas of concern:

1.1Expand after school tutoring for students in high need to grades K - 5th including beginning tutoring by the end of September. Greater effort will be made to enroll our EL students into weekly tutoring

1.2Expand after school tutoring for students in high need to grades K - 5th including beginning tutoring by the end of September with an emphasis on English Language Development with a focus on the ELPI subgroup.

1.3Support afterschool tutoring that promotes STEAM activities

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
Distance from Standard/ELA CAASPP	ELA. All students are -11.7 points below standard.	ELA - All students will increase by 10 points. SED & SWD will increase 15 points (metric as measured by 2027 CA Dashboard)
English Learner Progress/ ELPI Percentage of students increase indicator English Language Progress indicator.	EL subgroup green M 45.2 % increase of 21.1%	EL will increase by 6% on EL levels. (metric as measured by 2027 CA Dashboard)
Distance from Standard/ELA CAASPP English Learners.	EL subgroup is 38 points below standard increase of 10.1 dfs.	EL will increase by increase by 8 points.(metric as measured by 2027 CA Dashboard)

Distance from Standard/ELA CAASPP Homeless Youth	Homeless Youth are 42.2 points below standard.	Homeless Youth will increase by 10 points(metric as measured by 2027 CA Dashboard)
Distance from Standard/ELA CAASPP SED	Students that are Socioeconomically Disadvantaged are 21.5 below standard.	SED subgroup will increase by 15 points.(metric as measured by 2027 CA Dashboard)
Distance from Standard/ELA CAASPP SWD	Students with Disabilities are 73.7 dfs below standard.	SWD subgroup will increase by 15 points.(metric as measured by 2027 CA Dashboard)
DFS/ELA CAASPP Hispanic subgroup.	Hispanic subgroup is 17.9 points below standard. Increase of 9 dfs.	Hispanic subgroup will increase by 10 points(metric as measured by 2027 CA Dashboard)
DFS/Mathematics CAASPP All Students	Mathematics - All Students group are 34 points below standard. Decrease of 0.6 dfs.	Math All students will increase by 10 points.(metric as measured by 2027 CA Dashboard)
DFS/Mathematics CAASPP English Learners	EL are 50.3 points below standard. Increase of 2.2 dfs.	EL will increase by 10 points.(metric as measured by 2027 CA Dashboard)
DFS/Mathematics CAASPP Socioeconomically Disadvantaged.	SED 42.5 points below standard. Improvement of 0.6 dfs.	SED will increase by 10 points.(metric as measured by 2027 CA Dashboard)
DFS/Mathematics CAASPP Students with Disabilities.	SWD 90.2 points below standard. Decrease of 10.7 dfs.	SWD will increase by 10 points.(metric as measured by 2027 CA Dashboard)
DFS/Mathematics CAASPP Hispanic subgroup.	Hispanic subgroup is 40.5 points below standard. Improvement of 2.7 dfs.	Hispanic subgroup will increase by 10 points(metric as measured by 2027 CA Dashboard)
DFS for ELPI	ELPI scores are M 45.2%, a increase of 21.1%.	ELPI will increase by 20%.(metric as measured by 2027 CA Dashboard)
DFS for Science Indicators	Students are scoring 54.7 sp (science points new metric)	Student performance will improve by 5%.(metric as measured by 2027 CA Dashboard)

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	Expand after school math and ELA tutoring for students in high need to grades K - 5th including beginning tutoring by the end of September. Greater effort will be made to enroll our EL students into weekly tutoring. 26 weeks x 2 times/week x 5 grades= 260 hours Metrics will be measured through iReady data, attendance, teacher feedback.	At Risk Students as determined by benchmark assessments and teacher recommendation with a focus of at risk students and subgroups,	20000 Title I 1140: Certificated Extra Duty None Specified None Specified
1.2	Expand after school tutoring for students in high need to grades K - 5th including beginning tutoring by the end of September with an emphasis on English Language Development with a focus on the ELPI subgroup. 26 weeks x 2 times/week x 2 teachers= 104 hours Metrics will be measured through iReady data, attendance, teacher feedback.	At Risk Students as determined by benchmark assessments and teacher recommendation with a focus of at risk students and subgroups with an emphasis on English Language Development. This will focus on ELPI subgroup our EL 1,2,3.	8000 Title I 1140: Certificated Extra Duty 2717.47 Title I 2X40: Classified Extra Duty

1.3	Support afterschool tutoring that promotes STEAM activities. Split funded. 28 weeks x 2 times/week x 2hrs x 1 teacher = \$9152. Metrics will be measured through iReady data, attendance, teacher feedback.	At Risk Students as determined by benchmark assessments and teacher recommendation with a focus of at risk students and subgroups.	5000 Title I 1140: Certificated Extra Duty 4000 LCFF 1140: Certificated Extra Duty None Specified None Specified None Specified None Specified
1.4			None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 1.1

Implementation

Tutoring in the 25-26 started a little late due to staffing.

Grades 1-5 provided tutoring, twice weekly (one hour per day) for fourteen weeks.

Effectiveness

Attendance improved through the tutoring sessions. iReady reflected improvement on targeted skills through tutoring.

We will look at setting a schedule of tutoring beginning earlier in the school year.

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

1.1 Of the \$23000, over \$10000 has been spent to date with tutoring ongoing. Finding volunteers to teach tutoring among other goals and teacher obligations is a challenge. We will reduce this amount by 3000 and coordination of student support will be reevaluated.

1.2 Tutoring funding will reduce by \$3000 to accommodate and reduction in funding and under usage due to staffing options, and support for EL will start earlier in the year. This year it didn't until January. We want to start in September.

1.3 STEAM activities were very successful. AES placed in each of the competitions. Expenses exceeded prediction an increase of two thousand will support ongoing success of this goal.

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

1.1 will continue, and focus on strand level data in the 26-27 school year to better meet the needs of students struggling. Grade level span will be K - 5th. Targeted tutoring for students who are most at risk.

1.2 EL tutoring will begin in September instead of January.

1.3 STEAM activities were very successful. Expenses exceeded prediction an increase of two thousand will support ongoing success of this goal.

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.

Ensure that all educational partners are positively engaged in their school community so that students have instructional materials, highly effective staff supporting the unique learning needs of the students, and access to technology in a safe and welcoming climate.

have instructional materials, highly effective staff supporting the unique learning needs of the students, and access to technology in a safe and welcoming climate. Our elementary will be focusing on daily attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

Attendance for the 24 25 school year (as of P2) was (95.44%) for all categories. Historically, ADA rates should average above 95%. Attendance is a key indicator in student success.
All students (yellow 15.8% reduced by 3.5%), EL (yellow 14.3% reduced 4.4%), FY (not a subgroup this year), Homeless Youth (yellow 19.5%), SED (yellow 18.4%), SWD (orange 24.3%), Hispanic (yellow 17.9%), White (green 9.1%) and Multiple Races (H 18.2%). Significant improvement with all subgroups reducing chronic absenteeism. Parent input indicated tutoring and parent nights as a high priority both in meetings and survey and will support closing the achievement gap. Homeless Youth suspension is Blue this year with an increase of 0.0% n=75 (Note: Zero students during the year received a suspension in this subgroup, down from two last year.)
2.3 Hold targeted Attendance meetings monthly for attendance concerns beginning September of 2026.
2.4 Parent Engagement Nights to improve home school connection with a focus on early literacy 95%), math (new adoption) concepts and the importance of attendance including materials form Attendance Works website.
2.5 Teachers will plan and implement Parent Engagement Nights to improve home school connection with a focus early literacy and attendance. These will look at holding these separate from PTA events.

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
Student attendance will increase .5%	At P2 2027 all students were at ADA of 95.84%	Daily attendance will increase to 95.94% for next year. Ideally we would like to see at least 96%.
Reduce chronic absenteeism	2025 chronic absenteeism was 15.8% according to the CA Dashboard (decrease of 3.5% n=532).	Chronic Absenteeism will be reduced by 5%. (metrics as measured by 2027 CA Dashboard)
Reduce chronic absenteeism in EL subgroup.	Chronic absenteeism EL (Yellow 14.3% decrease of 4.4% n=91)	EL subgroup chronic absenteeism reduced by 5% (metrics as measured by 2027 CA Dashboard)
Reduce chronic absenteeism in Foster Youth subgroup.	Chronic absenteeism - Not a subgroup n=6. (2024 orange M 23% decrease of 18.4%)	FY subgroup chronic absenteeism reduced by 5% (metrics as measured by 2027 CA Dashboard)

Reduce chronic absenteeism in homeless subgroup.	Chronic absenteeism HY (yellow H 19.5% decrease of 11.6% n=41)	HY subgroup chronic absenteeism reduced by 6% (metrics as measured by 2027 CA Dashboard)
Reduce chronic absenteeism in Socioeconomically Disadvantaged subgroup.	Chronic absenteeism SED (yellow 18.4% decrease of 3.6% n=375)	SED subgroup chronic absenteeism reduced by 5% (metrics as measured by 2027 CA Dashboard)
Reduce chronic absenteeism in Students with a Disability.	Chronic absenteeism SWD (orange - 24.3% decrease of 6.1% n=111)	SWD subgroup chronic absenteeism reduced by 6% (metrics as measured by 2027 CA Dashboard)
Reduce chronic absenteeism in Hispanic subgroup.	Chronic absenteeism Hispanic (yellow 17.9% decrease of 3.2% n=363)	Hispanic subgroup chronic absenteeism reduced by 5% (metrics as measured by 2027 CA Dashboard)
Reduce suspension in Homeless Youth	Suspension for HY subgroup was down to 0%	Homeless youth will remain the same. (metrics as measured by 2027 CA Dashboard)

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
2.3	Hold targeted Attendance meetings monthly for attendance concerns beginning September of 2025. Monitor monthly attendance reports through Infinite Campus.	All students	None Specified None Specified
2.4	Parent Engagement Nights to improve home school connection with a focus on early literacy 95%), math (new adoption-guardian hub) concepts and the importance of attendance including materials form Attendance Works website. Parent survey will be utilized to measure level of effectiveness. \$1400 dollars is allocated for materials to support parents night materials to implement the three parent events which align with priorities of supporting parents with math instruction, early literacy and improving attendance.	All students with focus on at risk subgroups in the 26-27 school year.	1400 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
2.5	Teachers will plan and implement Parent Engagement Nights to improve home school connection with a focus early literacy and attendance. Three evening events will be held. 3 events with at least 4 teachers for 2 hours. 3 x 5 x 2 x 88= \$2640.	All students with focus on at risk subgroups.	2848 Title I Part A: Parent Involvement 1140: Certificated Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 2.4

Parent Engagement Nights

Implementation

STEAM Night, Literacy Night were held at AES this year

Effectiveness

Although attendance was small, parents indicated that the content was worthwhile.

Action 2.5

Parent Engagement Nights

Implementation

Engagement nights will be revamped for the coming school year. Events and activities will be separated from PTA events.

ADA has improved from 24-25= 95.86 ADA to 95.96 as of P2 2026. AS seen above, 2025 chronic absenteeism was 15.8% according to the CA Dashboard (decrease of 3.5%). Tutoring continues to be the most identified positives for parents as shared in SSC and Title I meetings. Parent nights funding was underutilized and will be expanded this coming year.

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

2.4. Steam nights were paired with PTA events. Successful but funding was under utilized. In the 26 27 school year, these events will be stand alone and are budgeted accordingly.

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.

2.3 We will be focusing on continuing monthly monitoring of students through IC that are at risk for chronic absenteeism. AES has an opportunity to begin tutoring earlier in the school year. Scheduling for fall of 2026 is in progress.

2.4 ELA & Math Parent Engagement Nights for parents will be stand alone events to better focus on the content most beneficial to parents in supporting their students.

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.

Alberhill will ensure staff shall be equipped to provide an effective educational environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

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.

Analysis of comprehensive data showed that addition professional development and teacher collaboration to improve instruction and student performance. Teachers input identified increased collaboration, data analysis and vertical articulation were needed. This collaboration, with coaches, will support instructional practices incorporating McREL strategies.

3.1 Data and instructional review days will be held four times per year.

3.3 Leadership Team release days and extra duty to support ongoing monitoring of SPSA data as release days and additional afterschool meetings.

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
Teacher survey and classroom observations.	Practices identified by teachers will be monitored post data day. Survey will be provided each release day.	At least 85% of respondents will agree on benefits in survey. Improved survey with teachers rating overall productivity a 5 of 4 on a 5 point scale.
Instructional classroom observations.	In practice 20 of 27 teachers utilize McREL strategies.	At least 25 of the 27 teachers will implement one or more McCREL strategy in the upcoming year as indicated on teacher surveys and /or classroom observations.

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	Data and instructional review days will be held four times per year. TK -5 This is an evidence based strategy as coaching is provided to support implementation of McREL strategies. Subs=\$213.68 x 6 subs x 8 days = \$10256.64	Focus is on at risk groups including SED, SWD, EL, as well as all other students benefitting from	15000 Title I 1130: Certificated Sub

	In addition to data days , training will be held in staff meetings 2 times per year. Classroom observations in addition to teacher effectiveness survey will be conducted once per year.	in-depth look at student performance.	
3.3	Leadership Team release days and extra duty to support ongoing monitoring of SPSA data as release days and additional afterschool meetings. Number of new curriculum, assessments, and tutoring needs. Monitoring will be based on iReady scores. Leadership Day: \$213.68 x 7 teachers x 3 days = \$4495 Leadership Aft.: \$92 x 7 teachers x 10 meetings = \$6440	Focus is on at risk groups including SED, SWD, EL, as well as all other students benefitting from in-depth look at student performance.	4500.30 Title I 1130: Certificated Sub 6500.00 Title I 1140: Certificated Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

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.

Action 3.1

Teacher Release Days

Implementation

Provide 2.5 release days for all teachers for data analysis, planning and MTSS. Staff participated in Data Analysis Days with coaches and administration. Assessments and instructional strategies were discussed.

Effectiveness

Survey unanimously showed this was helpful and informative. Survey will need to be redesigned to better monitor value. Teachers felt this needed to be expanded. To align with the district assessment calendar, days will be scheduled to do an in-depth by subgroup analysis of student progress.

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

Survey indicated positive results and it was determined that additional days are needed to better understand the data and adjust instructional practices. Leadership team surveyed thier team and found that teachers were in favor of adding time to support student instruction.

3.1

As of 4/8 approximately \$8500 of the \$11500. That is on track for the years expenses. This action will be continued next year.

Data Days were used effectively with no significant change needed.

3.3 As of 3/1/26 approximately \$4300 of the \$7000. That is on track for the years expenses. This action will be continued next year.

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

Both Action 3.1 and 3.2 will be continued in the coming year. Next step will be to modify survey to a numbered scale to better track impact of activity, add tracking for classroom observation feedback, and schedule all days before the academic year starts.

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	\$65,965.77
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,965.77
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 (\$)
Title I	\$61,717.77
Title I Part A: Parent Involvement	\$4,248.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$65,965.77

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

State or Local Programs	Allocation (\$)
LCFF	\$4,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$4,000.00

Total of federal, state, and/or local funds for this school: \$69,965.77

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	4,000.00
Title I	61,717.77
Title I Part A: Parent Involvement	4,248.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	19,500.30
1140: Certificated Extra Duty	46,348.00
2X40: Classified Extra Duty	2,717.47
4000-4999: Books And Supplies	1,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1140: Certificated Extra Duty	LCFF	4,000.00
1130: Certificated Sub	Title I	19,500.30
1140: Certificated Extra Duty	Title I	39,500.00
2X40: Classified Extra Duty	Title I	2,717.47
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	2,848.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,400.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
39,717.47
4,248.00
26,000.30

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
Other: Leadership Team, Title I meeting.	
[Enter name of consulted group or committee]	[Signature of authorized person]
ELAC Jennica Parker	
Leadership Jessica Davison	
Title I meeting Jeff Marks	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/18/26.

Attested:

Jeff Marks

Typed name of school principal

Signature of school principal

Date

Chelsea Anderson Shulze

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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