



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alta Heights Elementary School	28662666026769	June 2, 2026	June 25, 2026

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

All students will participate in the general education program receiving grade level common core standards, with those needing English Language support receiving integrated language development support as well as designated support with additional interventions. All students participate in assessments (screeners, common formative, publisher, diagnostic and state assessments). Teachers meet with small groups of students daily to reinforce curriculum and reteach needed skills. We have an instructional assistant who supports small group and 1:1 learning opportunities for students who need more learning time. Teachers meet in Professional Learning Communities weekly to plan instruction, share assessment data, look at student work, and plan for interventions and enrichment. Teachers develop curriculum units with English Learner supports embedded.

Educational Partner Involvement

How, when, and with whom did Alta Heights 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 draft SPSA was developed by the principal and site leadership team and shared with teaching staff for input. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Language Arts (orange), Math (orange), English Learner Progress (red), Suspensions (orange)

Planned improvement goals address the needs of these student groups.

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

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Alta Heights 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
African American	1.01%	0.94%	0.60%	3	3	2
Asian	0.67%	0.63%	0.91%	2	2	3
Filipino	1.34%	1.26%	1.21%	4	4	4
Hispanic/Latino	44.63%	43.71%	41.99%	133	139	139
White	47.99%	48.11%	50.45%	143	153	167
Multiple/No Response	4.36%	5.35%	4.83%	13	17	16
Total Enrollment				298	318	331

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	40
Kindergarten	47		48
Grade 1	49		48
Grade 2	47		49
Grade3	40		53
Grade 4	55		54
Grade 5	41		39
Total Enrollment	298		331

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	51	59	63		17.1%	19.0%
Fluent English Proficient (FEP)	27	20	17		9.1%	5.1%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	42	50	60	39	49	60	39	49	100.0	92.9	98
Grade 4	45	55	39	43	55	39	43	55	38	95.6	100	100
Grade 5	51	40	57	51	40	56	51	40	56	100.0	100	98.2
All Grades	156	137	146	154	134	144	154	134	143	98.7	97.8	98.6

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	2391.	2408.	2418.	10.00	15.38	22.45	25.00	17.95	18.37	30.00	33.33	20.41	35.00	33.33	38.78
Grade 4	2454.	2429.	2441.	34.88	12.73	18.42	11.63	25.45	21.05	16.28	23.64	13.16	37.21	38.18	47.37
Grade 5	2493.	2500.	2496.	17.65	22.50	17.86	27.45	35.00	35.71	31.37	15.00	21.43	23.53	27.50	25.00
All Grades	N/A	N/A	N/A	19.48	16.42	19.58	22.08	26.12	25.87	26.62	23.88	18.88	31.82	33.58	35.66

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	6.67	5.13	18.37	61.67	79.49	67.35	31.67	15.38	14.29
Grade 4	27.91	14.55	18.42	48.84	63.64	63.16	23.26	21.82	18.42
Grade 5	13.73	12.50	14.29	68.63	62.50	62.50	17.65	25.00	23.21
All Grades	14.94	11.19	16.78	60.39	67.91	64.34	24.68	20.90	18.88

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	8.33	12.82	12.50	53.33	58.97	52.08	38.33	28.21	35.42
Grade 4	2.33	1.82	10.53	58.14	61.82	55.26	39.53	36.36	34.21
Grade 5	15.69	20.00	14.29	62.75	65.00	58.93	21.57	15.00	26.79
All Grades	9.09	10.45	12.68	57.79	61.94	55.63	33.12	27.61	31.69

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	10.00	7.69	12.24	73.33	84.62	73.47	16.67	7.69	14.29
Grade 4	23.26	10.91	7.89	60.47	58.18	65.79	16.28	30.91	26.32
Grade 5	7.84	20.00	14.29	74.51	70.00	69.64	17.65	10.00	16.07
All Grades	12.99	12.69	11.89	70.13	69.40	69.93	16.88	17.91	18.18

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	8.33	15.38	16.33	66.67	71.79	67.35	25.00	12.82	16.33
Grade 4	16.28	7.27	13.16	69.77	70.91	60.53	13.95	21.82	26.32
Grade 5	11.76	17.50	14.29	64.71	60.00	67.86	23.53	22.50	17.86
All Grades	11.69	12.69	14.69	66.88	67.91	65.73	21.43	19.40	19.58

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	60	42	50	60	41	50	60	41	50	100.0	97.6	100
Grade 4	45	55	39	43	54	39	43	54	39	95.6	98.2	100
Grade 5	51	40	57	50	40	56	50	40	56	98.0	100	98.2
All Grades	156	137	146	153	135	145	153	135	145	98.1	98.5	99.3

* 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.	2431.	2427.	15.00	17.07	14.00	33.33	29.27	34.00	16.67	39.02	24.00	35.00	14.63	28.00
Grade 4	2481.	2436.	2463.	16.28	7.41	15.38	34.88	24.07	17.95	34.88	25.93	43.59	13.95	42.59	23.08
Grade 5	2486.	2488.	2483.	10.00	25.00	14.29	22.00	15.00	17.86	38.00	22.50	35.71	30.00	37.50	32.14
Grade 11															
All Grades	N/A	N/A	N/A	13.73	15.56	14.48	30.07	22.96	23.45	28.76	28.89	33.79	27.45	32.59	28.28

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	15.00	19.51	12.00	45.00	53.66	58.00	40.00	26.83	30.00
Grade 4	16.28	9.26	23.08	62.79	48.15	46.15	20.93	42.59	30.77
Grade 5	8.00	22.50	7.14	62.00	40.00	58.93	30.00	37.50	33.93
Grade 11									
All Grades	13.07	16.30	13.10	55.56	47.41	55.17	31.37	36.30	31.72

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	25.00	24.39	20.00	43.33	60.98	62.00	31.67	14.63	18.00
Grade 4	18.60	7.41	12.82	65.12	48.15	56.41	16.28	44.44	30.77
Grade 5	10.00	12.50	10.71	58.00	55.00	62.50	32.00	32.50	26.79
All Grades	18.30	14.07	14.48	54.25	54.07	60.69	27.45	31.85	24.83

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	16.67	17.07	18.00	61.67	70.73	62.00	21.67	12.20	20.00
Grade 4	20.93	11.11	17.95	69.77	61.11	58.97	9.30	27.78	23.08
Grade 5	10.00	12.50	10.71	52.00	60.00	64.29	38.00	27.50	25.00
All Grades	15.69	13.33	15.17	60.78	63.70	62.07	23.53	22.96	22.76

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	1431.3	1414.5	1430.3	1451.4	1438.3	1443.3	1383.9	1358.7	1399.8	16	20	12
1	*	*	*	*	*	*	*	*	*	6	8	10
2	*	1413.8	*	*	1440.8	*	*	1386.1	*	8	12	7
3	*	1445.4	*	*	1436.2	*	*	1454.0	*	8	11	10
4	*	*	1488.7	*	*	1478.5	*	*	1498.5	*	4	11
5	*	*	*	*	*	*	*	*	*	7	*	4
All Grades										48	57	54

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	18.75	15.00	25.00	37.50	35.00	33.33	31.25	20.00	8.33	12.50	30.00	33.33	16	20	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	25.00	*	*	33.33	*	*	41.67	*	*	12	*
3	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
4	*	*	18.18	*	*	36.36	*	*	9.09	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.42	8.77	12.96	33.33	31.58	35.19	37.50	31.58	24.07	18.75	28.07	27.78	48	57	54

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	31.25	35.00	50.00	37.50	15.00	8.33	12.50	30.00	8.33	18.75	20.00	33.33	16	20	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	25.00	*	*	41.67	*	*	0.00	*	*	33.33	*	*	12	*
3	*	18.18	*	*	45.45	*	*	9.09	*	*	27.27	*	*	11	*
4	*	*	45.45	*	*	9.09	*	*	18.18	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	31.58	38.89	43.75	33.33	25.93	8.33	14.04	14.81	14.58	21.05	20.37	48	57	54

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		10.00	16.67		5.00	25.00		60.00	41.67		25.00	16.67		20	12
1		*	*		*	*		*	*		*	*		*	*
2		0.00	*		8.33	*		41.67	*		50.00	*		12	*
3		0.00	*		9.09	*		63.64	*		27.27	*		11	*
4		*	0.00		*	36.36		*	18.18		*	45.45		*	11
5		*	*		*	*		*	*		*	*		*	*
All Grades	4.17	5.26	3.70	8.33	7.02	24.07	47.92	52.63	27.78	39.58	35.09	44.44	48	57	54

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	37.50	25.00	33.33	50.00	55.00	41.67	12.50	20.00	25.00	16	20	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
3	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
4	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.92	24.56	37.04	68.75	52.63	38.89	8.33	22.81	24.07	48	57	54

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	31.25	40.00	50.00	43.75	35.00	16.67	25.00	25.00	33.33	16	20	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	33.33	*	*	33.33	*	*	33.33	*	*	12	*
3	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
4	*	*	54.55	*	*	9.09	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.75	40.35	44.44	39.58	35.09	33.33	16.67	24.56	22.22	48	57	54

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	6.25	5.00	0.00	87.50	65.00	75.00	6.25	30.00	25.00	16	20	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*
3	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
4	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	3.51	0.00	47.92	45.61	46.30	45.83	50.88	53.70	48	57	54

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	12.50	15.00	33.33	43.75	45.00	41.67	43.75	40.00	25.00	16	20	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*
3	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
4	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.17	7.02	11.11	60.42	56.14	61.11	35.42	36.84	27.78	48	57	54

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
318	56%	18.6%	0.0%
Total Number of Students enrolled in Alta Heights 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	59	18.6%
Foster Youth	0	0.0%
Homeless	10	3.1%
Socioeconomically Disadvantaged	178	56%
Students with Disabilities	50	15.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9%
American Indian	0	0.0%
Asian	2	0.6%
Filipino	4	1.3%
Hispanic	139	43.7%
Two or More Races	17	5.3%
Pacific Islander	0	0.0%
White	153	48.1%

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

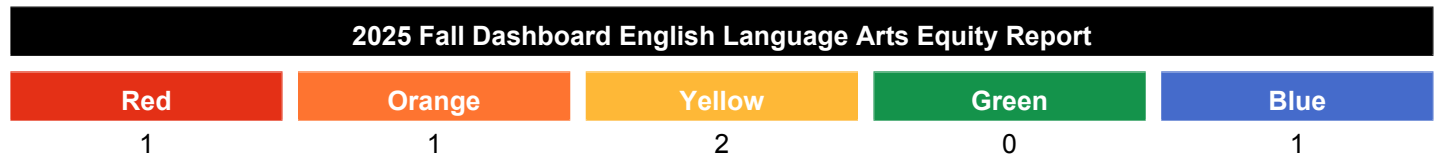
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



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  Yellow 16.6 points below standard Increased 8.9 points 141 Students	English Learners  Red 76 points below standard Declined 31.8 points 32 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 35.9 points below standard Increased 11.4 points 93 Students

Students with Disabilities  Yellow 65.9 points below standard Increased 8.8 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	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 3 Students	Hispanic  Orange 45.7 points below standard Maintained -1.3 points 69 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 16.1 points above standard Increased 22.5 points 62 Students

School and Student Performance Data

Academic Performance Mathematics

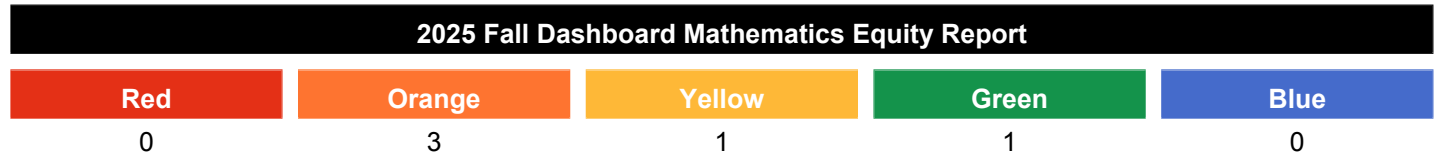
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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  Yellow 26.6 points below standard Increased 4.3 points 142 Students	English Learners  Orange 64.4 points below standard Maintained 0.5 points 34 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Yellow 45.6 points below standard Increased 6.3 points 95 Students

Students with Disabilities  Orange 69 points below standard Declined 12.8 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	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 3 Students	Hispanic  Orange 49.5 points below standard Maintained 1.1 points 71 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Green 0.4 points above standard Increased 12.1 points 61 Students

School and Student Performance Data

Academic Performance Science

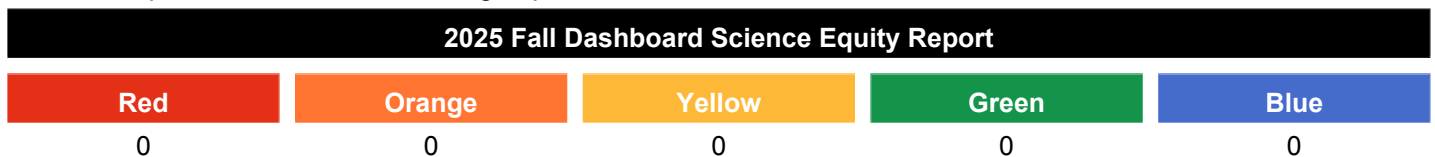
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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	English Learners	Long-Term English Learners
 Yellow 50.2 science points Declined 4.3 points 57 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 47.7 science points Declined 2.5 points 33 Students

Students with Disabilities  No Performance Color 39.6 science points 17 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 45.7 science points Maintained -0.7 points 25 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 53.4 science points Declined 7.6 points 29 Students

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
37.5 making progress.	making progress.
Number Students: 40 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
22.5%	40%	0%	37.5%

School and Student Performance Data

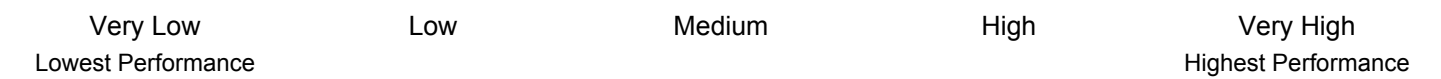
Academic Performance College/Career Report

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

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

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

This section 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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

13.9% Chronically Absent

Declined 2.8

323 Students

English Learners



Orange

20% Chronically Absent

Increased 4.7

60 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

23.1% Chronically Absent

Increased 6.4

13 Students

Socioeconomically Disadvantaged



Yellow

17.9% Chronically Absent

Declined 3.1

184 Students

Students with Disabilities  Orange 18.3% Chronically Absent Maintained -0.3 60 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 19% Chronically Absent Increased 1.3 142 Students
Two or More Races  No Performance Color 0% Chronically Absent Maintained 0 17 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 10.3% Chronically Absent Declined 5.4 155 Students

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.

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

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

Red Orange Yellow Green Blue
 Lowest Performance 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

School and Student Performance Data

Conditions & Climate Suspension Rate

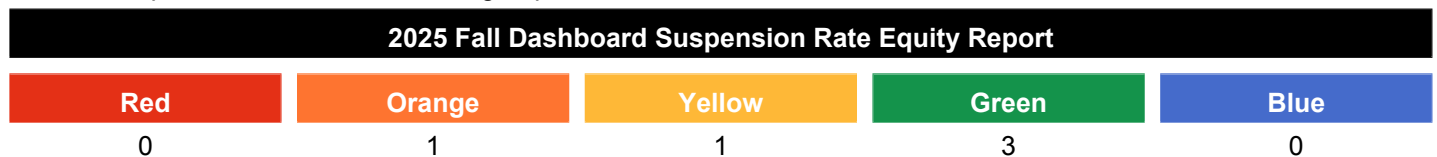
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.5% suspended at least one day Declined 0.3% 325 Students	English Learners Orange 1.7% suspended at least one day Increased 1.7% 60 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Socioeconomically Disadvantaged Green 2.2% suspended at least one day Declined 0.6% 186 Students

Students with Disabilities  Green 1.6% suspended at least one day Declined 6.6% 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 1.4% suspended at least one day Maintained 0% 143 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	Pacific Islander  No Performance Color 0 Students	White  Green 1.3% suspended at least one day Declined 0.7% 156 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 1

Title and Description of School Goal

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

All student groups will increase the percentage of students who meet or exceed standard in ELA and math CAASPP performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

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.

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: English Learners, Hispanic and Students with Disabilities
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners

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
Renaissance STAR Assessment System	Star Reading: 52% of 3rd, 4th, and 5th grade students performed at/above proficient based on the Star Consolidated State Performance Report on the end of year Star Reading in 2026. Star Math: 46% of 3rd, 4th, and 5th grade students performed at/above proficient based on the Star Consolidated State Performance Report on the end of year Star Math in 2026.	By May of 2027, there will be a 5% increase in the number of participating students who score proficient based on the Star Consolidated State Performance Report in math and reading.
mClass Dibels Literacy Assessment System	End of the school year 25/26 mClass data 73% of K-2 students were at or above proficiency	By May of 2027 80% of K-2 students will demonstrate at or above proficiency based on the mClass progress end of year assessment.
Curriculum Embedded Assessments	Students in K-5 grade use curriculum embedded assessments (i.e. FIAB, common end of unit assessments in PLC process, etc.) 1 time per trimester to measure student learning growth in math and ela.	In the 2026-2027 school year students will use curriculum embedded assessments 1 time per unit to measure student learning growth in math and ela.

IXL Math Program	Currently students complete 0.4 skill proficiencies per week.	In the 2026-2027 school year students will complete 1 skill proficiency per week.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	K-5 Teachers will use STAR benchmark assessment data to measure student learning growth 3 times per year. K-2 Teachers led by our academic specialist will use the mClass Reading Difficulties Risk Screener to measure student literacy growth for students below grade level proficiency in reading. Classroom teachers, academic specialist, and instructional assistant will provide targeted small group and one-to-one interventions for K-5 students in math and literacy outside of core instructional time as well as in small groups during core time. Our multi-tiered system of support process, onboarding the Renaissance DNA and Educlimber platform, will utilize the support of our COST (Coordination of Services Team) to identify student learning needs and provide responsive and timely academic interventions.	All below level students identified by assessment data, student work samples, and classroom teacher observations will participate in targeted strategic interventions in literacy and math both during the school day and before or after school.	
1.2	K-2 Teachers will use mClass assessment data to inform small group Tier 2 literacy instruction.	All K-2 students will be identified by mClass assessment data to receive support.	
1.3	Use Professional Learning Community (PLC) time to focus on data, student work and data, and planning next steps in improving instruction. Plan professional learning based on staff needs (district provided, teacher led, principal led, publisher, book studies, and other). Use learning sprint/PLC Data Cycle process to inform the use of high impact instructional strategies to meet the needs of all of our learners. Three substitute days per grade level or content for 26-27 will be used. Teachers will identify the standards, unpack the standards into learning targets, prioritize the standards into 3 categories, create common assessments aligned to essential standards, plan the unit - the grid (collectively pace & design unit; daily checks for understanding), plan tier 2 interventions and extensions as a team, teach the unit & collaboratively analyze & respond to assessment data All teachers will work with our Student Support TOSA to calibrate the effectiveness of tier 2 academic interventions implemented during the intervention block in the daily schedule.	All Students will be served when teachers collaborate to plan instruction, look at student work and data, plan common curriculum units, and share instructional strategies.	7,692.00 0003 - Supplemental
1.4	Teachers in 1st-5th grade will use IXL to support students toward achieving proficiency in 1 math skills per week by assigning standards aligned	All 1st - 5th grade students will use this	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	math IXL lessons and providing students 15 minutes a day to complete.	supplemental digital math program.	

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.

Our focus this school year has been on evaluating student growth as measured by the variety of assessments in our NVUSD Assessment Framework and using our Professional Learning Communities has made an impact on student proficiency in math and reading. Our teaching staff committed at the beginning of the school year to following a PLC model where teachers meet at least 2 times a month for 45 minutes to follow the PLC process in order to evaluate student learning and adjust instructional practices. We additionally focused through the first half of the school year on math in every PLC meeting. Our students improved by 8% in their math growth based on the end of year Star Math assessment. Our students increased by 6% based on the end of year Star Reading assessment. Additionally, in the K-2 grades our use of the mClass Dibels Early Literacy Assessments allowed us to track student literacy growth, implement interventions when needed, and see incredible gains from the beginning of the year (46% proficient) to the end of the year (73% proficient).

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

We onboarded a new digital learning platform to support math proficiency called IXL this school year. There were some challenges in the fall to getting alignment across grade levels with the usage and proficiency assessments in the IXL Program. Our teachers met regularly in grade level teams and as a whole school PLC to make agreements. Additionally, we worked with our NVUSD TOSA leaders to align our teachers who are LETRS trained so that we can use best practices in supporting language arts across grade levels.

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

We have increased our goal for proficiency levels based on the Star Reading and Math assessments. Additionally, we've added the mClass Dibels assessment platform as an additional proficiency measure. We will use IXL to support math proficiency next year. Finally, we will gain consistency and alignment in the use of a variety of common unit assessments to measure student growth and adjust instruction.

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.

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

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.

18.6% of students at Alta Heights are Multilingual Learners based on the California State Dashboard data

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
CA Dashboard data	37.5% of MLLs are making progress in language proficiency based on the California Dashboard	45% of MLLs will make progress in language proficiency based on the California Dashboard.
ELPAC Reclassification Rate	In the 24-25 school year 6 students reclassified as English Language Proficient based on the ELPAC	In the 25-26 school year 10 students will reclassify as English Language Proficient based on the ELPAC

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All teachers will use instructional tools from their LETRS professional development to meet the literacy needs of our MLLs. Our Instructional Leadership Team will focus on improving student literacy utilizing LETRS instructional tools. Teachers will teach designated ELD to leveled small groups at least 4 days a week. Teacher teams work together to create and utilize writing scaffolds to support the language development of our ELs. Teachers in K-2 monitor Imagine Language and Literacy usage and communicate with parents using student tracking logs to track usage on ILL. Invite our Multilingual Learners (MLLs) to after school to extend their learning. MLLs performing at	All English learners participate in integrated and designated ELD lessons and instructional practices throughout the day and throughout all content areas.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	ELPAC overall levels 1,2, or 3 will receive targeted intervention support services. Using our PLC data cycle process teachers will bring student data for our MLL's as a focus group to identify needs and plan instructional strategies.		

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.

We saw a drop in the percentage of students who demonstrated growth based on the summative ELPAC scores. While this is disappointing we did nearly double our student reclassification number. Our ability to continue having a school wide PLC goal of increasing student proficiency in literacy helped us achieve this reclassification outcome. The LETRS professional development galvanized a goal to have all of our teachers facilitate small group literacy instruction based on formative and summative assessment data (QPA, Star, ELPAC, etc.). Our teachers like the variety of tools they have learned through the LETRS professional training. We have attempted to create a safe place for teachers to experiment with these tools in order to grow as educators.

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

Most of our K-5 teachers participated in the LETRS professional development. This led us toward a school wide PLC focus to improve student literacy across grade levels. The teachers worked collaboratively to implement small group literacy instruction in every classroom to deliver targeted literacy instruction (i.e. phonics, language comprehension, etc.). We continued to refer back to our sentence frames that we created 3 years ago and used them as a scaffold to support opportunities for student talk time during lessons.

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.

Based on the strong reclassification increase this past year we are focusing on identifying students who currently have received an overall ELPAC score of 3 (19 students) and moving at least 10 of them to an overall 4 score.

Our K-2 teachers continue to identify student learning needs using the mClass literacy assessment system. Using this system they are able to identify student language development needs and provided targeted small group interventions.

This coming year we plan to add alignment in our use of scaffolds that support student writing. This alignment should support students in clearly expressing their learning through writing.

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.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.

MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

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
ELAC Elected Positions	Current ELAC Leadership has served in various elected positions for multiple years	Add 2 new ELAC parent leaders to elected positions
MLL Parent Input	Currently we have 5 consistent ELAC parent leaders attending meetings and providing input to the principal and school staff	Increase to 10 consistent ELAC parent leaders attending meetings and providing input to the principal and school staff.

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	Meet in between ELAC meetings with the ELAC leaders to gather their input and help them plan each agenda. The Community and Parent Liaison will work collaboratively with teachers to communicate with parents of our MLL students about areas of growth and need that students present in class. Hold ELAC meetings in the evening to increase attendance. This should allow more opportunities for families to provide input and participate in the school. Have a "Family Orientation" at Back to School Night to educate our Spanish speaking parents	English Learners	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	about opportunities to be involved as parent leaders with ELAC. Have our Community and Parent Liaison develop two way relationships with our incoming TK/K families who are Spanish speakers. Utilize parent liaison and our English Language Advisory Committee (ELAC) leadership to gather input from families of English Learners Have our parent liaison call our new MLL families to welcome them to our school community. Create opportunities for families of our English Learners to give input and feedback through parent leadership groups (Family Faculty Club, School Site Council, English Language Advisory Committee, Coffee with the Principal, etc.) and other meetings and input modes. Utilize Parent Square as a communication tool Provide timely communication with all families about students' academic performance and needs.		

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.

We met our goal of increasing parent participation in ELAC meetings. There was increased MLL family participation in ELAC meetings this school year. We held our ELAC meetings at different times of the day than in years past. We found that evening meetings where dinner, childcare, and a specific targeted main agenda topic to engage families worked best to have the highest attendance. For example, we held an ELAC meeting in the fall where we reviewed the ELPAC assessment and our process for supporting students to do their best on the assessment. Another meeting in the spring featured teacher presentations from various grade levels about how families could best support their student to reach proficiency in language arts and math.

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

Our ELAC parent leaders voiced frustration that more of our MLL families are not willing to serve in ELAC leadership positions. Some of our current ELAC parent leaders in elected positions will be matriculating to middle school with their 5th grade child in the next school year. We recognize that many families may not understand what the leadership responsibilities are for an ELAC elected position. We will educate our MLL families at the beginning of the school year about the time commitment and role responsibilities to inform our families. This effort should improve clarity and participation in leadership roles.

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.

Due to the lack of consistent communication with our MLL families via Parent Square to communicate surveys and other information, we will focus more specifically on gathering input and assessing the needs of our MLL families using a variety of methods (i.e. 1/1, small group, Community and Parent Liaison outreach, etc.).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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.

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: English Learners and Students with Disabilities

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
Chronic Absenteeism Data - California State Dashboard	13.9% of students at Alta Heights were chronically absent in the 24/25 school year based on the California State Dashboard	Reduce chronic absenteeism by 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Regular COST (Circle of Support Team) collaboration to evaluate our student needs for students who are chronically absent. Continued partnership with NVUSD Wellness Team to offer services to students who indicate need based on data. Continued district and site level professional learning time using the Toolbox Project curriculum. Develop a school wide plan/checklist for the implementation of the Second Step Digital Curriculum. Use Parent Square as a communication tool to engage families proactively in support of improved attendance. Review attendance policies and procedures with families at ELAC meetings and in weekly Alta Heights Family Newsletters. Use of the SART and SARB process more proactively to identify student and family		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	attendance needs and provide direct support in follow up. Consistent use of the Short Term Independent Study Packets to support attendance recovery. Hire supervision assistants to monitor student lunch and play time supporting social-emotional needs and safety. Train them to use The Toolbox Project curriculum.		
4.2	We will use funding from Proposition 28 to provide engaging learning opportunities. Attendance improves when students find meaning and enrichment in coursework that extends beyond the core. We will hire staff to support the implementation of an enhanced art program.		32,000.00 6770 - Prop 28 Provide instruction in the arts to all students.
4.3	We will purchase art supplies to ensure adequate materials are provided to all students.		6,282.00 6770 - Prop 28
4.4	We will contract with outside arts programming vendors to bring student assemblies that are engaging to our students interests.		8,000.00 6770 - Prop 28

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.

While we didn't meet our 5% reduction in chronic absenteeism goal, we were able to reduce our rate of chronic absenteeism from 16.7% (23-24 school year) to 13.9% (24-25 school year) based on the California State Dashboard. This improvement can be attributed primarily to consistent communication with our families about what our attendance policies are and the use of Short Term Independent Study (STIS) packets to provide families with opportunities to support their child in recovering attendance when missing school.

There was a lack of consistency with formal meetings between the Attendance Clerk and the Principal. Much of the communication in support of attendance took place via email between the Attendance Clerk, Office Manager, and Principal. This was due to the time constraints of our office team's school hours and the disruptions to scheduled meetings due to school day events.

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

We were able to keep fidelity to our intended implementation 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.

We will utilize the SART and SARB process more consistently to better support our chronically absent students and their families. Additionally, we will utilize Prop 28 funds to support bring engaging arts programming assemblies to our students.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$53,974.00
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$7,692.00
6770 - Prop 28	\$46,282.00

Subtotal of state or local funds included for this school: \$53,974.00

Total of federal, state, and/or local funds for this school: \$53,974.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	7,692.00
6770 - Prop 28	46,282.00

Expenditures by Budget Reference

Budget Reference	Amount
	53,974.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	7,692.00
	6770 - Prop 28	46,282.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,692.00
Goal 4	46,282.00

School Site Council Membership

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

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

Name of Members	Role
Ted Ward	Principal
Open Seat	Parent or Community Member
Diana Rodriguez	Parent or Community Member
Tania Zapata	Parent or Community Member
Ashley Cox	Classroom Teacher Parent or Community Member
Dana Ceballos	Classroom Teacher
Irma Delgadillo	Other School Staff
Open Seat	Classroom Teacher
Open Seat	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

DIANA

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 14, 2026.

Attested:




Principal, Ted Ward on 4/14/2026

SSC Chairperson, Dana Ceballos on 6/2/2026

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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