



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden Hill School for Creative and Performing Arts	30-66506-6028054	April 20, 2026	May 19, 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 Golden Hill School for Creative and Performing Arts for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

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 Golden Hill School for Creative and Performing Arts for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

Golden Hill School for Creative and Performing Arts aligns its ESSA planning with the Fullerton School District Local Control and Accountability Plan (LCAP) to ensure that federal, state, and local resources work together to support equitable access to high-quality instruction and arts-integrated learning. School goals and actions are developed through a comprehensive needs assessment using multiple data sources, including student achievement, English learner progress, attendance, behavior, and school climate data. As a diverse school community serving English learners, students with disabilities, including those with moderate to severe autism, and a wide range of academic needs, Golden Hill prioritizes strategies that strengthen core instruction, expand access to the arts, and provide targeted academic and social-emotional supports.

Stakeholder input plays an essential role in the planning process. Feedback from families, staff, and students is gathered through the School Site Council (SSC), English Learner Advisory Committee (ELAC), staff collaboration teams, and family engagement opportunities. ESSA-funded programs, are coordinated with LCAP priorities to support professional learning for staff, improve instructional practices, and provide supplemental supports for students who need additional assistance. Progress is monitored through ongoing data reviews, collaboration with district leadership, and annual program evaluation to ensure resources are used effectively to improve student outcomes and support the school's mission of nurturing creativity, academic excellence, and inclusive learning through the arts.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Golden Hill School for Creative and Performing Arts engages in a collaborative planning process to develop, review, and update the School Plan for Student Achievement (SPSA). The principal works closely with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student performance data, review progress toward prior goals, and identify priority areas for improvement. Multiple data sources, including academic achievement, English learner progress, attendance, behavior, and school climate data, are examined throughout the year to guide decision-making. As a school that serves a diverse population of learners, including English learners and students with moderate to severe disabilities, the planning process focuses on ensuring equitable access to rigorous instruction, strong arts-integrated learning opportunities, and targeted academic and social-emotional supports.

Educational partner input is an essential part of the SPSA development and annual review process. Families and community members provide feedback through English Learner Advisory Committee (ELAC) meetings, family engagement events, and surveys. Staff members contribute through collaborative team discussions and leadership meetings that evaluate the effectiveness of current strategies and resource allocations. These conversations occur throughout the school year, with formal review and discussion during SSC and ELAC meetings where members examine student data, assess program effectiveness, and make recommendations for adjustments. The SSC ultimately reviews and approves both the SPSA and the Annual Review and Update to ensure the plan reflects the needs of Golden Hill students and aligns with district priorities, the Local Control and Accountability Plan (LCAP), and federal program requirements.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the 2025 California School Dashboard, Golden Hill School for Creative and Performing Arts did not have any overall state indicators in the “Red” performance category. However, the Suspension Rate indicator was identified in the “Orange” performance category, indicating a need for continued attention and targeted strategies to improve student behavior outcomes and reduce suspensions.

Other state indicators were reported in higher performance levels. For example, Chronic Absenteeism was in the “Blue” performance category, reflecting very high performance and strong student attendance compared with state expectations. These results indicate that while Golden Hill demonstrates strong performance in several areas, the school will continue to focus on improving suspension outcomes through positive behavior supports, restorative practices, and proactive social-emotional learning strategies to ensure a safe and supportive learning environment for all students.

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.

According to the 2025 California School Dashboard, Golden Hill School for Creative and Performing Arts did not have any student groups performing two or more performance levels below the “All Students” group on any state indicator. Overall performance across the Dashboard indicators, including English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate, shows that student group results were generally within one performance level of the “All Students” group.

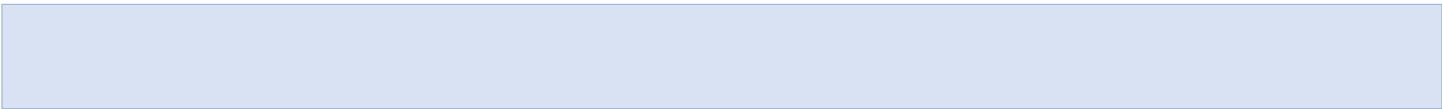
While some variation exists among student groups, none met the criteria for being two or more performance levels below the overall school performance. These results indicate that Golden Hill’s instructional and support systems are helping maintain relatively consistent outcomes across student populations. The school will continue to monitor student group performance through ongoing data analysis and targeted supports to ensure all students have equitable opportunities to achieve academic success and positive school engagement.

Other Needs

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

In addition to data from the California School Dashboard, Golden Hill School for Creative and Performing Arts uses a variety of locally collected data sources to identify student needs and guide improvement efforts aligned with the district’s Local Control and Accountability Plan (LCAP) goals. These data sources include district benchmark assessments, classroom formative assessments, ELPAC results, IEP progress monitoring, attendance reports, and school climate data. School leadership and teacher teams regularly review this information during collaboration and data analysis meetings to identify trends, monitor progress, and determine areas where additional support or targeted interventions may be needed.

Analysis of local data indicates a continued need to strengthen academic language development for English Learners, particularly in reading comprehension and written expression, through consistent implementation of integrated and designated English Language Development (ELD) strategies across content areas. Additionally, progress monitoring for students receiving special education services highlights the importance of expanding inclusive instructional practices, increasing access to grade-level curriculum through appropriate supports, and strengthening social-emotional and behavioral supports within the school’s Multi-Tiered System of Supports (MTSS) framework. Golden Hill will continue to use these local data sources to guide professional learning for staff, refine instructional practices, and ensure that all students have equitable access to rigorous, arts-integrated learning opportunities.



School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.32%	0.49%	0.33%	2	3	2
African American	1.14%	2.13%	1.31%	7	13	8
Asian	7.14%	6.24%	5.25%	44	38	32
Filipino	1.95%	1.48%	2.13%	12	9	13
Hispanic/Latino	40.42%	42.04%	41.48%	249	256	253
Pacific Islander	0.16%	0.16%	%	1	1	
White	40.91%	39.41%	40.16%	252	240	245
Two or More Races	7.95%	8.05%	9.34%	49	49	57
Not Reported	0%	%	%	0		
Total Enrollment				616	609	610

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			27
Kindergarten	Performing Arts	61	
Grade 1	96	81	
Grade 2	64	70	
Grade3	76	85	
Grade 4	96	97	
Grade 5	91	98	
Grade 6	94	92	
Grade 7	99		
Total Enrollment		609	

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	44	40	32	7.1%	6.6%	5.2%
Fluent English Proficient (FEP)	29	29	26	4.7%	4.8%	4.3%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	93	80	70	91	78	68	91	78	68	97.8	97.5	97.1
Grade 4	90	93	79	90	91	78	90	91	78	100.0	97.8	98.7
Grade 5	88	98	98	86	98	95	86	98	95	97.7	100	96.9
Grade 6	99	90	97	99	86	96	99	86	96	100.0	95.6	99
All Grades	370	361	344	366	353	337	366	353	337	98.9	97.8	98

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	2476.	2427.	2451.	47.25	23.08	36.76	24.18	25.64	22.06	16.48	23.08	19.12	12.09	28.21	22.06
Grade 4	2476.	2515.	2490.	32.22	40.66	32.05	18.89	25.27	33.33	25.56	21.98	12.82	23.33	12.09	21.79
Grade 5	2538.	2527.	2562.	37.21	29.59	46.32	31.40	32.65	26.32	18.60	22.45	18.95	12.79	15.31	8.42
Grade 6	2544.	2554.	2557.	26.26	26.74	23.96	29.29	31.40	42.71	26.26	31.40	20.83	18.18	10.47	12.50
All Grades	N/A	N/A	N/A	35.52	30.31	34.72	25.96	28.90	31.75	21.86	24.65	18.10	16.67	16.15	15.43

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	31.87	24.36	33.82	57.14	56.41	54.41	10.99	19.23	11.76
Grade 4	22.22	35.16	19.23	64.44	59.34	69.23	13.33	5.49	11.54
Grade 5	29.07	22.45	33.68	59.30	64.29	57.89	11.63	13.27	8.42
Grade 6	20.20	25.58	21.88	55.56	61.63	66.67	24.24	12.79	11.46
All Grades	25.68	26.91	27.00	59.02	60.62	62.31	15.30	12.46	10.68

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	38.46	16.67	25.00	47.25	51.28	55.88	14.29	32.05	19.12
Grade 4	18.89	19.78	21.79	58.89	69.23	62.82	22.22	10.99	15.38
Grade 5	32.56	24.49	37.89	52.33	60.20	56.84	15.12	15.31	5.26
Grade 6	27.27	22.09	28.42	54.55	60.47	56.84	18.18	17.44	14.74
All Grades	29.23	20.96	28.87	53.28	60.62	58.04	17.49	18.41	13.10

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	18.68	15.38	16.18	73.63	71.79	69.12	7.69	12.82	14.71
Grade 4	12.22	26.37	20.51	75.56	69.23	65.38	12.22	4.40	14.10
Grade 5	16.28	21.43	21.05	75.58	67.35	76.84	8.14	11.22	2.11
Grade 6	18.18	16.28	15.63	74.75	70.93	77.08	7.07	12.79	7.29
All Grades	16.39	20.11	18.40	74.86	69.69	72.70	8.74	10.20	8.90

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	34.07	21.79	25.00	53.85	58.97	57.35	12.09	19.23	17.65
Grade 4	17.78	27.47	24.36	68.89	62.64	62.82	13.33	9.89	12.82
Grade 5	23.26	30.61	33.68	66.28	59.18	65.26	10.47	10.20	1.05
Grade 6	19.19	27.91	19.79	68.69	62.79	73.96	12.12	9.30	6.25
All Grades	23.50	27.20	25.82	64.48	60.91	65.58	12.02	11.90	8.61

Conclusions based on this data:

1.

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	93	80	70	91	78	68	91	78	68	97.8	97.5	97.1
Grade 4	90	93	79	90	91	78	90	91	78	100.0	97.8	98.7
Grade 5	88	98	98	86	98	95	86	98	95	97.7	100	96.9
Grade 6	99	90	97	99	86	96	99	86	96	100.0	95.6	99
All Grades	370	361	344	366	353	337	366	353	337	98.9	97.8	98

* 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	2487.	2456.	2458.	41.76	38.46	32.35	36.26	17.95	30.88	12.09	26.92	14.71	9.89	16.67	22.06
Grade 4	2498.	2532.	2506.	30.00	41.76	35.90	32.22	30.77	29.49	23.33	23.08	19.23	14.44	4.40	15.38
Grade 5	2529.	2523.	2563.	22.09	30.61	41.05	33.72	23.47	27.37	22.09	24.49	20.00	22.09	21.43	11.58
Grade 6	2543.	2559.	2551.	30.30	31.40	33.33	18.18	24.42	17.71	27.27	29.07	30.21	24.24	15.12	18.75
Grade 11															
All Grades	N/A	N/A	N/A	31.15	35.41	35.91	29.78	24.36	25.82	21.31	25.78	21.66	17.76	14.45	16.62

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	50.55	41.03	41.18	41.76	44.87	39.71	7.69	14.10	19.12
Grade 4	38.89	47.25	39.74	42.22	42.86	42.31	18.89	9.89	17.95
Grade 5	23.26	27.55	38.95	59.30	51.02	52.63	17.44	21.43	8.42
Grade 6	31.31	32.56	31.25	39.39	51.16	50.00	29.29	16.28	18.75
Grade 11									
All Grades	36.07	36.83	37.39	45.36	47.59	46.88	18.58	15.58	15.73

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	49.45	30.77	27.94	39.56	50.00	51.47	10.99	19.23	20.59
Grade 4	28.89	39.56	19.23	54.44	49.45	60.26	16.67	10.99	20.51
Grade 5	18.60	22.45	37.89	65.12	55.10	49.47	16.28	22.45	12.63
Grade 6	24.24	26.74	20.83	49.49	47.67	50.00	26.26	25.58	29.17
All Grades	30.33	29.75	26.71	51.91	50.71	52.52	17.76	19.55	20.77

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	42.86	29.49	33.82	49.45	52.56	51.47	7.69	17.95	14.71
Grade 4	33.33	45.05	37.18	51.11	50.55	48.72	15.56	4.40	14.10
Grade 5	13.95	20.41	31.58	70.93	61.22	57.89	15.12	18.37	10.53
Grade 6	25.25	18.60	25.00	55.56	61.63	60.42	19.19	19.77	14.58
All Grades	28.96	28.33	31.45	56.56	56.66	55.19	14.48	15.01	13.35

Conclusions based on this data:

1.

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	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	4	*	*
2	*	*	*	*	*	*	*	*	*	8	*	4
3	*	*	*	*	*	*	*	*	*	4	10	*
4	*	*	*	*	*	*	*	*	*	7	*	5
5	*	*	*	*	*	*	*	*	*	5	8	4
6	*	*	*	*	*	*	*	*	*	4	5	4
All Grades										33	34	25

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.35	12.50	16.00	48.39	40.63	40.00	16.13	31.25	40.00	16.13	15.63	4.00	31	32	25

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.26	21.88	32.00	45.16	40.63	40.00	9.68	28.13	28.00	12.90	9.38	0.00	31	32	25

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.13	12.50	4.00	29.03	28.13	32.00	35.48	34.38	56.00	19.35	25.00	8.00	31	32	25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.03	18.75	20.00	58.06	56.25	76.00	12.90	25.00	4.00	31	32	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.71	34.38	52.00	45.16	56.25	44.00	16.13	9.38	4.00	31	32	25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.35	3.13	4.00	51.61	68.75	64.00	29.03	28.13	32.00	31	32	25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.03	15.63	16.00	54.84	59.38	80.00	16.13	25.00	4.00	31	32	25

Conclusions based on this data:

1.

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
610	39.7%	5.2%	0.3%
Total Number of Students enrolled in Golden Hill School for Creative and Performing Arts.	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	32	5.2%
Foster Youth	2	0.3%
Homeless	4	0.7%
Socioeconomically Disadvantaged	242	39.7%
Students with Disabilities	108	17.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.3%
American Indian	2	0.3%
Asian	32	5.2%
Filipino	13	2.1%
Hispanic	253	41.5%
Two or More Races	57	9.3%
Pacific Islander	0	0.0%
White	245	40.2%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. According to the California School Dashboard, Golden Hill School for Creative and Performing Arts demonstrates steady progress in supporting English Learners as they develop English language proficiency and access grade-level curriculum. English Learner performance indicates that students are making progress toward language acquisition while participating in the school’s arts-integrated instructional program. Continued attention will be given to strengthening both designated and integrated English Language Development (ELD) strategies to support academic language development across content areas. Golden Hill remains committed to monitoring English

Learner progress closely and providing targeted supports to ensure multilingual students thrive academically and creatively.

2. California School Dashboard data indicate that Golden Hill students are demonstrating moderate progress in English Language Arts, with overall performance reflecting continued growth toward meeting grade-level standards. While many students are achieving at or near standard, ongoing efforts will focus on strengthening reading comprehension, academic vocabulary, and written expression. Teachers will continue to use data-informed instruction, targeted small-group support, and arts-integrated literacy strategies to deepen student engagement and understanding. Golden Hill remains committed to improving ELA outcomes for all students while ensuring equitable access to rigorous and creative learning experiences.
3. California School Dashboard results show that Golden Hill students are making progress in mathematics, with performance indicating opportunities for continued growth in conceptual understanding and problem-solving skills. Instructional efforts will focus on strengthening foundational math skills while promoting deeper mathematical reasoning and real-world application. Teachers will use formative assessments and collaborative data analysis to provide targeted supports and differentiated instruction for students who need additional assistance. Golden Hill will continue to integrate creative and hands-on learning experiences to make mathematics engaging, accessible, and meaningful for all learners.

School and Student Performance Data

Academic Performance English Language Arts

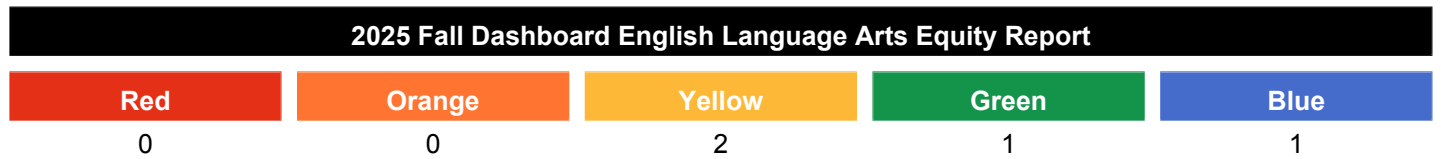
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 32.4 points above standard Increased 12.2 points 343 Students	English Learners  No Performance Color 3.2 points below standard Increased 18.3 points 28 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 2 points above standard Maintained 2.3 points 123 Students

Students with Disabilities  Yellow 20.8 points below standard Increased 38.4 points 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 73.1 points above standard Increased 16.7 points 20 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Green 2.8 points above standard Increased 12.3 points 131 Students
Two or More Races  No Performance Color 55.3 points above standard Declined 13.9 points 32 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 48.9 points above standard Increased 18.9 points 143 Students

Conclusions based on this data:

1. According to the 2025 California School Dashboard, Golden Hill School for Creative and Performing Arts earned a "Blue" performance level in English Language Arts, indicating very high performance relative to state standards. This result reflects strong literacy outcomes for the school's overall student population and suggests that instructional strategies across grade levels are supporting student achievement in reading, writing, and communication. However, subgroup data indicate that some populations, including students with disabilities and socioeconomically disadvantaged students, perform at lower levels than the overall school average on state assessments. The school will continue to address these differences through targeted small-group literacy interventions, differentiated instruction, and increased access to grade-level content through inclusive instructional practices.
2. While overall English Language Arts performance remains strong, subgroup analysis shows opportunities for continued growth among specific student groups. State assessment summaries indicate that approximately 62% of Golden Hill students met or exceeded the standard in English Language Arts, demonstrating solid overall achievement. However, performance for students receiving special education services and some socioeconomically disadvantaged students is lower than the schoolwide average, highlighting the need for additional academic supports. To address these differences, Golden Hill will strengthen targeted literacy instruction, expand inclusive classroom practices, and provide structured reading and writing interventions aligned with the school's Multi-Tiered System of Supports (MTSS).
3. Golden Hill's strong overall ELA outcomes reflect effective literacy instruction supported by the school's arts-integrated learning model, which allows students to develop reading, writing, and communication skills through creative expression and collaborative learning. Despite these successes, subgroup data demonstrate the importance of continued focus on closing achievement gaps for groups such as English Learners and students with disabilities,

who may require additional academic language and comprehension support. The school will continue analyzing CAASPP and local benchmark data to identify areas where targeted interventions are needed. Professional learning for staff will emphasize academic language development, differentiated literacy instruction, and culturally responsive practices to ensure all student groups continue to make progress in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

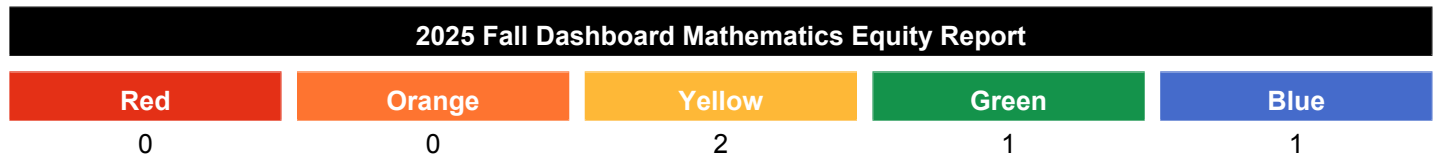
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 19 points above standard Increased 3.8 points 343 Students	English Learners  No Performance Color 4.9 points below standard Increased 23.6 points 28 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 16.1 points below standard Maintained -0.5 points 123 Students

Students with Disabilities  Yellow 33.9 points below standard Increased 26.4 points 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 67.3 points above standard Increased 27.5 points 20 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Green 14.5 points below standard Increased 3.3 points 131 Students
Two or More Races  No Performance Color 30.3 points above standard Declined 26.5 points 32 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 39 points above standard Increased 4.6 points 143 Students

Conclusions based on this data:

1. According to the California School Dashboard, Golden Hill School for Creative and Performing Arts demonstrates moderate overall performance in Mathematics, with results indicating that many students are approaching or meeting grade-level standards on the CAASPP assessment. State assessment summaries show that approximately 52% of Golden Hill students met or exceeded the Mathematics standard, indicating steady progress while also highlighting opportunities for continued growth in mathematical proficiency. The school will continue focusing on strengthening conceptual understanding, mathematical reasoning, and problem-solving skills across grade levels. Teachers will use formative assessments and collaborative data analysis to guide instruction and provide targeted interventions for students who require additional support.
2. Analysis of Mathematics data indicates that while overall achievement is progressing, certain student groups, including students with disabilities and socioeconomically disadvantaged students, perform at lower levels than the overall school average. These differences highlight the need for continued attention to differentiated instruction and targeted support in mathematics. Golden Hill will address these needs through small-group instruction, increased use of visual and hands-on strategies, and expanded opportunities for guided mathematical practice. In addition, the school will continue strengthening inclusive classroom practices and co-teaching models to ensure that students receiving specialized services have access to rigorous grade-level math instruction.
3. Golden Hill's instructional program emphasizes building strong mathematical foundations while promoting student engagement through collaborative learning and creative problem-solving experiences. Local and state assessment data indicate that continued support is needed to strengthen mathematical fluency, conceptual understanding, and multi-step problem solving across grade levels. To address these needs, the school will implement targeted interventions aligned with the Multi-Tiered System of Supports (MTSS) framework and provide professional development for teachers focused on effective mathematics instruction and differentiation strategies. Through

ongoing monitoring of CAASPP and local benchmark data, Golden Hill will continue refining instructional practices to improve mathematics outcomes for all students.

School and Student Performance Data

Academic Performance Science

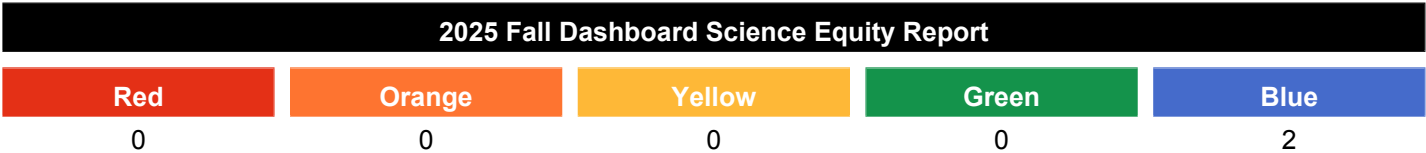
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 63.8 science points Increased 2.8 points 95 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 58.7 science points Increased 5.1 points 27 Students

Students with Disabilities  No Performance Color 54.5 science points Increased 9.8 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Blue 57.7 science points Increased 7.4 points 35 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 69.2 science points Increased 6.1 points 41 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 50 making progress. Number Students: 22 Students	 No Performance Color making progress. 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
25%	20%	0%	55%

Conclusions based on this data:

1. According to the California School Dashboard, Golden Hill School for Creative and Performing Arts demonstrates moderate progress in the English Learner Progress Indicator (ELPI), indicating that English Learners are making steady gains toward English proficiency. Dashboard results show that approximately 54% of English Learners are making progress toward English language proficiency, reflecting continued growth in students’ ability to develop listening, speaking, reading, and writing skills in English. While this indicates positive movement toward proficiency, the data also highlight the need to further accelerate language development for students who are in earlier stages of English acquisition. Golden Hill will continue strengthening both designated and integrated English Language Development (ELD) instruction to support students in progressing more rapidly toward full English proficiency.
2. The Dashboard data suggest that while English Learners are progressing, continued attention is needed to support academic language development, particularly in reading comprehension and written expression. With approximately 5.2% of the school’s enrollment identified as English Learners, Golden Hill remains committed to ensuring that multilingual learners have equitable access to rigorous grade-level curriculum. Instructional strategies will focus on scaffolding academic vocabulary, providing structured opportunities for language practice across content areas, and integrating language development into the school’s arts-based instructional approach. Targeted small-group instruction and formative assessment will help teachers monitor progress and adjust supports to meet individual student needs.

3. Golden Hill will continue using ELPAC results, Dashboard indicators, and local assessment data to monitor English Learner progress and guide instructional planning. Professional learning for teachers will emphasize effective ELD strategies, culturally responsive teaching practices, and techniques for supporting multilingual students within general education classrooms. In addition, the school will continue engaging families of English Learners through the English Learner Advisory Committee (ELAC) and other family outreach opportunities to strengthen partnerships that support student success. By aligning instructional practices with both state and local data, Golden Hill aims to increase the percentage of students making progress toward English proficiency while ensuring English Learners thrive academically and creatively within the school's arts-focused learning environment.

School and Student Performance Data

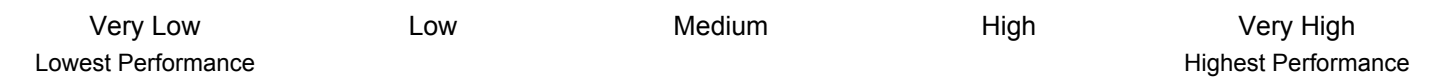
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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

10.2% Chronically Absent

Declined 2.6

628 Students

English Learners



Yellow

13.9% Chronically Absent

Declined 6.9

36 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Socioeconomically Disadvantaged



Yellow

14% Chronically Absent

Declined 2.6

258 Students

Students with Disabilities  Orange 20.2% Chronically Absent Declined 1.4 124 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 11.4% Chronically Absent Declined 1.1 35 Students	Filipino  No Performance Color 7.7% Chronically Absent Declined 0.6 13 Students	Hispanic  Yellow 14.4% Chronically Absent Declined 1.2 263 Students
Two or More Races  Green 5.2% Chronically Absent Declined 2.8 58 Students	Pacific Islander  No Performance Color 0 Students	White  Green 6.4% Chronically Absent Declined 3 249 Students

Conclusions based on this data:

1.

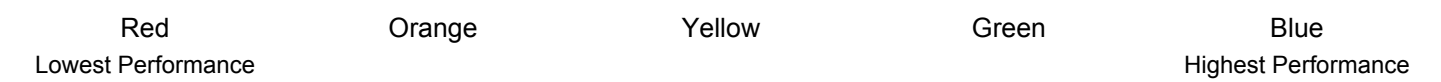
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

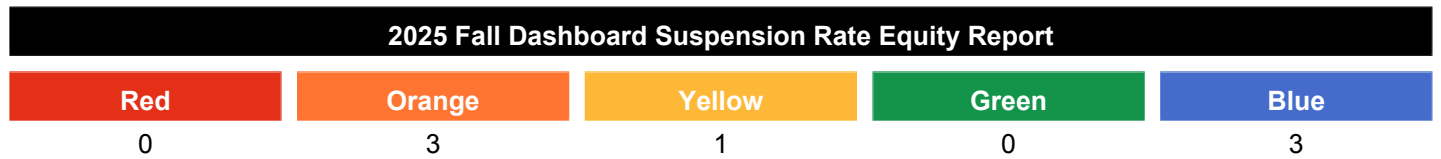
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.9% suspended at least one day Increased 0.6% 637 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 37 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 0.8% suspended at least one day Increased 0.8% 263 Students

Students with Disabilities  Orange 2.3% suspended at least one day Increased 2.3% 131 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 37 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Hispanic  Orange 1.5% suspended at least one day Increased 1.5% 269 Students
Two or More Races  Orange 1.7% suspended at least one day Increased 1.7% 58 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0.4% suspended at least one day Declined 0.4% 249 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

All staff at Golden Hill will strive to ensure that all students are academically successful at Golden Hill Elementary School.

The percentage of students in grades 3-6 scoring in levels 1 and 2 ("not meeting State Standards") on the 2025-2026 Smarter Balanced Assessment Consortium (SBAC)/CAASPP will decrease by a minimum of 3% from the 2024-2025 ELA and Mathematics Results.

By Spring 2026, the percent of English Learners in Grades 3-6 meeting standards on the ELA/ MATH portion of the SBAC will increase by at least 3%.

By Spring 2026, the overall SBAC ELA and Math Distance From Standard (DFS) will maintain or increase the Distance From Standard by 3 points.

By Spring 2026, the percentage of students progressing at least one proficiency level during ELPAC testing will increase by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Golden Hill School for Creative and Performing Arts is committed to ensuring high levels of academic success for all students through a continuous cycle of data analysis, instructional refinement, and targeted support. A comprehensive review of the 2025 California School Dashboard, CAASPP results, ELPAC data, and local assessments identifies the following priority areas of need:

1. **Strengthening Overall Academic Achievement in ELA and Mathematics:** While Golden Hill demonstrates strong overall performance, with “Green” status in both English Language Arts and Mathematics, and students performing above standard, a significant percentage of students have not yet met grade-level expectations. Approximately 62% of students met or exceeded standards in ELA and 52% in Mathematics, indicating a need to move a greater proportion of students from “Nearly Met” and “Not Met” into proficiency. Additionally, CAASPP data show that between 15–18% of students continue to perform in the “Not Met” category across grade levels, reinforcing the need for systematic intervention and acceleration strategies .

Need: Increase the percentage of students meeting or exceeding standards in ELA and Mathematics through strengthened Tier 1 instruction, targeted intervention, and consistent progress monitoring.

2. **Addressing Achievement Gaps for Student Groups:** Although overall school performance is strong, Dashboard data reveal persistent performance gaps among specific student groups. Students with Disabilities perform significantly below the “All Students” group, including 20.8 points below standard in ELA and 33.9 points below standard in Mathematics . Socioeconomically Disadvantaged students are performing at the “Yellow” level in both ELA and Mathematics, indicating performance below the schoolwide average. While English Learners are making progress, they continue to perform below overall averages and require additional support to access grade-level content.

Need: Close achievement gaps by strengthening inclusive instructional practices, expanding access to grade-level curriculum, and providing targeted, data-driven interventions for identified student groups.

3. **Accelerating English Learner Achievement and Academic Language Development:** ELPAC and Dashboard data indicate that approximately 55% of English Learners are progressing at least one level toward English proficiency, demonstrating steady but not accelerated growth . Additionally, English Learners show continued need in academic vocabulary, reading comprehension, and written expression, particularly in upper grades.

Need: Strengthen both designated and integrated English Language Development (ELD) to accelerate language acquisition and improve access to rigorous, grade-level academic content.

4. **Enhancing Mathematical Reasoning and Literacy Skills:** CAASPP strand data reveal that while students demonstrate progress in foundational skills, there is a need to deepen the following: Reading comprehension and analytical writing in ELA

Problem solving, modeling, and mathematical reasoning in Mathematics. These areas are critical for moving students from “At/Near Standard” to “Above Standard” and for long-term college and career readiness.

Need: Increase instructional emphasis on higher-order thinking, academic discourse, and real-world application of skills through rigorous, standards-aligned instruction.

5. **Strengthening Data-Driven Instructional Systems (MTSS):** Local data sources, including benchmark assessments, iReady diagnostics, and formative classroom assessments, indicate variability in student progress across classrooms and grade levels.

Need: Continue to refine the school’s Multi-Tiered System of Supports (MTSS) by:

- a. Using data cycles to inform instruction
- b. Providing timely intervention and enrichment
- c. Monitoring student progress consistently across tiers

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
SBAC	Dashboard Data	DFS increase by 3
iReady	D2 Data	Increase by 5%
ELPAC	Dashboard Data	Increase by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Personnel: - A 50% PE teacher will provide instruction for students in grades K-6 for 100 minutes weekly, so that grade levels can participate in the Professional Learning Communities (PLC) model (PLC is a 6-step cycle intended to design, implement, assess, and analyze student data from benchmarks and assessments). - Two recreation aides will be hired to support the PE teacher, and allow grade levels to meet in their PLC's - Substitute teachers will be paid to allow teachers to participate in trainings and professional development in the areas of Language Arts, Math, English Language Development, and research-based best practices for instruction. - Additional hours for teachers to design, implement, assess, and analyze student data from benchmarks and common formative assessments outside of the school day/year - Interpretation and translation for parent communication during meetings and parent conferences	All students	30230 LCFF - Base 1000-1999: Certificated Personnel Salaries PE teacher and Instructional Assistants - Recreation 25230 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE teacher and Instructional Assistants - Recreation 2500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers Professional Development 3000 LCFF - Base 1000-1999: Certificated Personnel Salaries Substitute Teachers Professional Development 2000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional teacher hours 1500 LCFF - Base 2000-2999: Classified Personnel Salaries Translator Services 36833 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Kindergarten IA 7724 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	A 3.0 hour instructional assistant to support students in one kindergarten classroom		1000-1999: Certificated Personnel Salaries Focus Teacher (Art and Rtl)
1.2	Curriculum and Student Support Strategies: Implementation of CCSS will be supported by the reproduction of CCSS-aligned instructional materials through the district print shop and copy machines on campus Supplemental curriculum materials to support enrichment, instruction, and intervention in ELA and Math will be purchased and distributed based on grade level and need (Scope, StoryWorks, RazKids, Scholastic News, TenMarks, SIPPS, Read Naturally - Signs for Sounds, BrainPop). Materials to support Writer's Workshop and math instruction (writer's folders, marking pens, dividers, math manipulatives) Instructional materials to support RSP, SDC, and RTI programs (leveled readers, reading programs, realia, social programs) K-1 Benchmark testing support	All students	4000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Reproduction Charges 3500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Reproduction Charges 0 LCFF - Supplemental 4000-4999: Books And Supplies 5000 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental - News ELA 18311 LCFF - Base 4000-4999: Books And Supplies Materials to support existing programs and instruction 2500 LCFF - Base 1000-1999: Certificated Personnel Salaries Substitutes to support K-1 Benchmarks
1.3	Professional Development/Trainings Teachers will engage in Writing Workshop, CGI Math, CCSS implementation, The Big Five Phonemic Awareness, ELD, etc. training to better serve their students in regard to assessment, planning, and addressing guaranteed and viable standards. Substitutes will be provided so that teachers may attend these trainings Research-based contractors from Marzano Research will come to the site for teacher trainings on engagement, rigor, and assessment	All Students	6660 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional Educational Contractors

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

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.

The implementation of targeted interventions, data-driven instruction through PLC collaboration, strengthened ELD practices, and inclusive, arts-integrated teaching strategies has been effective in supporting overall student growth in English Language Arts and Mathematics, as evidenced by the school’s “Green” performance levels on the California School Dashboard and continued progress toward closing achievement gaps among student groups.

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

There were no major differences between the intended implementation and the budgeted expenditures, as planned resources and strategies were implemented with fidelity, with only minor adjustments made to staffing and materials to better respond to emerging student needs while maintaining alignment to the 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.

As a result of this analysis, the goal will be refined to increase targeted growth expectations and strengthen focus on subgroup achievement, with corresponding adjustments to annual outcomes, metrics, and strategies reflected in the revised Goal 1 section and updated Strategies/Activities within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Technology and Digital Literacy

All staff at Golden Hill School for Creative and Performing Arts will ensure that all students have equitable access to technology and develop the digital literacy skills necessary to support academic achievement, creativity, collaboration, and communication.

By Spring 2027, the integration of technology across content areas will support increased student achievement as measured by CAASPP results in English Language Arts and Mathematics, with a focus on improving outcomes for English Learners, students with disabilities, and socioeconomically disadvantaged students.

Students will demonstrate increased proficiency in the use of digital tools for research, problem-solving, communication, and creation through consistent implementation of technology-enhanced instruction across grade levels.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Golden Hill School for Creative and Performing Arts is committed to ensuring that all students have equitable access to technology and are able to effectively use digital tools to support academic learning. Based on a review of the California School Dashboard and locally collected data, the following areas have been identified as needing continued improvement:

1. **Academic Performance and Digital Application of Skills:** While overall school performance in English Language Arts and Mathematics is in the “Green” performance level on the California School Dashboard, subgroup data indicate that students with disabilities and socioeconomically disadvantaged students continue to perform below the “All Students” group. Additionally, local data and classroom observations indicate that some students require additional support in applying digital tools to demonstrate learning, particularly in areas such as writing, research, and problem-solving in online environments.
2. **Inconsistent Implementation of Technology Integration:** Although Golden Hill maintains a 1:1 device environment, there is variability in how technology is used across classrooms. Some classrooms demonstrate high levels of student engagement through the use of digital tools for collaboration and creation, while others primarily use technology for basic instructional tasks.
This inconsistency impacts the overall effectiveness of technology as a tool for enhancing instruction and student learning.
3. **Professional Learning Needs for Staff:** Site and district data indicate a need for continued professional development to support teachers in effectively integrating technology into instruction. Areas of focus include:
 - a. Differentiation using digital tools
 - b. Integration of technology within arts-based instruction
 - c. Use of assistive and adaptive technologies to support English Learners and students with disabilities
4. **Equity of Access Beyond the School Day:** While all students have access to devices at school, some families experience limited access to reliable internet or need additional support in navigating digital platforms used for instruction and communication. **Steps Taken to Address Identified Needs**

Golden Hill has implemented the following strategies to address these needs:

- a. **Technology Integration:** Continued implementation of digital tools and platforms to support instruction across all content areas, including the integration of arts-based technology applications
- b. **Targeted Student Support:** Use of adaptive software and assistive technology to support English Learners and students with disabilities in accessing grade-level curriculum
- c. **Professional Development:** Ongoing staff training through Professional Learning Communities (PLCs), district-led workshops, and site-based collaboration focused on effective technology integration
- d. **Device Access and Maintenance:** Continued investment in maintaining a 1:1 device environment and replacing outdated or non-functioning equipment
- e. **Family Support and Communication:** Providing families with resources, training, and support to access and utilize digital learning platforms

Golden Hill will continue to monitor student performance data, technology usage, and instructional practices to ensure that all students have equitable access to high-quality digital learning experiences that support academic success.

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
SBAC	Dashboard Data	DFS Increase by 3
iPad Quantity	Inventory data	Continued update of materials to ensure 1:1 iPad school

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	Instructional Purchases: All classrooms need iPads, laptops, desktop computers, smartTV's, printers, AV equipment, headphones, keyboards, etc. in order to provide students with opportunities to print and publish their final edited works, and to collaborate, and communicate with others. All students should have daily access to technology in order to achieve mastery or 21st century skills. As materials become obsolete or broken, replacements will be purchased so teachers and students can continue to move forward with current, working equipment.	All Students	12000 LCFF - Supplemental 4000-4999: Books And Supplies Technology and Peripherals 3600 LCFF - Base 4000-4999: Books And Supplies Technology and Peripherals 10000 LCFF - Supplemental 4000-4999: Books And Supplies Keyboards, Headphones
2.2			

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.

The implementation of technology integration strategies, including expanded access to digital tools, targeted student supports, and ongoing professional development, has been effective in increasing student engagement and improving the use of digital resources to support learning, though continued focus is needed to ensure consistent instructional practices and to further accelerate achievement for identified student groups.

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

There were no significant differences between the intended implementation and the budgeted expenditures, as funds were utilized as planned to support technology access, device maintenance, and professional development, with only minor adjustments made to address site-based needs.

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

As a result of this analysis, the goal will be refined to emphasize consistent, high-impact technology integration across classrooms and increased support for identified student groups, with corresponding updates to the annual measurable outcomes and strategies/activities reflected in Goal 2 within the Goals, Strategies, and Proposed Expenditures section of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Secure Environment

Golden Hill School for Creative and Performing Arts will provide a safe, inclusive, and supportive school environment that promotes the physical, social-emotional, and behavioral well-being of all students.

During the 2026–2027 school year, the school will strengthen systems of support to improve student attendance, reduce behavioral incidents, and enhance overall school climate. Through the implementation of Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and social-emotional learning (SEL), Golden Hill will foster a culture where all students feel safe, connected, and engaged in their learning.

The school will prioritize proactive strategies, restorative practices, and targeted interventions to support student behavior, increase attendance, and ensure equitable outcomes for all student groups, particularly students with disabilities, English Learners, and socioeconomically disadvantaged students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A review of the 2025 California School Dashboard and locally collected data indicates several areas requiring continued focus to improve school climate and student well-being:

Chronic Absenteeism

Dashboard data indicate that Chronic Absenteeism is in the “Yellow” performance level, with approximately 10.2% of students identified as chronically absent, with higher rates among students with disabilities and socioeconomically disadvantaged students. Chronic absenteeism impacts student learning, engagement, and overall academic success.

Suspension Rate and Behavioral Outcomes

The Suspension Rate indicator is in the “Yellow” performance level overall, with disproportionate impact on certain student groups, including students with disabilities. This indicates a need to strengthen proactive behavioral supports and restorative practices to reduce exclusionary discipline.

Social-Emotional Wellness and Student Connectedness

Local climate survey data and staff observations indicate that while most students report feeling safe, some students, particularly in upper grades, experience increased stress, anxiety, or reduced connectedness to school.

Disproportionate Impact on Student Subgroups

Students with disabilities demonstrate higher rates of absenteeism and suspension compared to the overall student population, highlighting the need for targeted interventions and inclusive practices within the MTSS framework.

Consistency of Schoolwide Systems

Staff feedback and site observations indicate a need for continued consistency in implementing PBIS expectations and supervision during unstructured times such as recess and lunch to ensure a safe and predictable environment.

Golden Hill will address these identified needs through a comprehensive approach that includes strengthening attendance systems, expanding social-emotional supports, increasing consistency in PBIS implementation, and providing targeted interventions for identified student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard / Chronic Absenteeism	In yellow range; 10.2 chronically absent	Decrease chronic absenteeism by at least 2%, moving toward Green performance level
California Dashboard / Suspension Rate	Yellow performance level; 0.9% suspended at least once	Decrease suspension rate by at least 0.3% and maintain or move toward Green performance level
Students with Disabilities – Chronic Absenteeism	20.2% chronically absent (Orange subgroup performance)	Decrease chronic absenteeism for students with disabilities by at least 3%
PBIS/Behavior Data (SWIS or site discipline data)	Baseline established through 2025–2026 referral data	Decrease minor and major behavior incidents by at least 5%
School Climate Survey (Student Connectedness/Safety)	Baseline from 2025–2026 survey results	Increase positive responses related to safety and connectedness by at least 5%
Attendance Intervention Data	Baseline number of students receiving Tier 2/3 supports	Increase percentage of students improving attendance after intervention 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
3.1	Implement a comprehensive, tiered system of attendance supports to improve student attendance and reduce chronic absenteeism. This will include: Daily attendance monitoring and early identification of at-risk students: Tier 1 strategies such as schoolwide attendance incentives, communication campaigns, and recognition programs. Tier 2 interventions including parent conferences, attendance contracts, and small group support. Tier 3 interventions including individualized attendance plans and collaboration with district support services. Increased family outreach, including workshops and communication to address barriers to attendances Students to be Served: All students, with targeted support for students with disabilities, socioeconomically disadvantaged students, and students identified as chronically absent	All Students	2000 LCFF - Base 2000-2999: Classified Personnel Salaries SSOAR Supports
3.2	Strengthen and expand schoolwide PBIS implementation to create a consistent, positive, and predictable school climate. This includes: Reinforcement of schoolwide expectations ("Be Respectful, Responsible, and Remarkable") PBIS lessons, assemblies, and student recognition systems Data analysis using discipline and referral systems (e.g., SWIS) to guide interventions Staff training on consistent implementation of expectations and responses to behavior Increased supervision and structured activities during recess and lunch Students to be Served: All students, with targeted support for students demonstrating behavioral needs	All Students	2000 LCFF - Supplemental 4000-4999: Books And Supplies PBIS Supports 3500 LCFF - Supplemental 4000-4999: Books And Supplies Signage and materials
3.3	Provide comprehensive social-emotional learning and mental health supports to promote student well-being and connectedness. This includes:	All Students	3000 LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Implementation of evidence-based SEL curriculum (e.g., Second Step) Daily/weekly classroom community-building practices (morning meetings, check-ins) Small group counseling and social skills groups for Tier 2/3 students Access to school counseling services and district mental health professionals Family workshops and resources focused on student wellness and mental health Students to be Served: All students, with targeted support for students requiring additional social-emotional or mental health support		Mental Health Supports for group counseling sessions
3.4	Expand the use of restorative practices and inclusive behavior supports to reduce suspension rates and improve student outcomes. This includes: Implementation of restorative conversations, circles, and conflict resolution strategies Training for staff in restorative practices and culturally responsive approaches Integration of behavior supports within the MTSS framework Collaboration between general education and special education staff to support students with disabilities Development of individualized behavior intervention plans as needed Students to be Served: All students, with targeted support for students with disabilities and those disproportionately impacted by discipline	All Students	3000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Training for teachers on MTSS process. Substitutes for Roundtables
3.5	Maintain and enhance a safe and secure campus environment through proactive safety measures and supervision systems. This includes:	All Students	3933 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Increased adult supervision during high-need times (before school, recess, lunch) Regular safety drills (fire, earthquake, lockdown) and emergency preparedness training Maintenance and improvement of campus facilities to ensure safety and accessibility Clear signage and communication systems for safety and navigation Ongoing review of safety procedures and protocols Students to be Served: All students		2000-2999: Classified Personnel Salaries Additional Hours for Supervision 1000 LCFF - Base 2000-2999: Classified Personnel Salaries Additional hours for supervision
3.6	Provide ongoing professional development to ensure consistent implementation of MTSS, PBIS, SEL, and inclusive practices across the school. This includes: Training in PBIS, SEL, restorative practices, and trauma-informed instruction Collaboration time for staff to analyze attendance, behavior, and climate data Professional learning communities (PLCs) focused on student support strategies Coaching and support for staff to implement best practices Students to be Served: All students (through improved staff practices)		

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.

The implementation of MTSS, PBIS, SEL, and targeted attendance and behavior interventions has been consistent and effective in improving student engagement, reducing behavioral incidents, and strengthening overall school climate, as evidenced by decreased chronic absenteeism and increased student connectedness.

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

There were no significant differences between the intended implementation and budgeted expenditures, as planned strategies and resources were implemented with fidelity, with minor adjustments made to address emerging student needs and staffing availability.

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

As a result of this analysis, minor refinements will be made to strengthen targeted attendance and behavioral supports, enhance consistency in PBIS and SEL implementation, and adjust measurable outcomes, with these updates reflected in the revised metrics and strategies/activities under Goal 3 in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

Golden Hill School for Creative and Performing Arts will strengthen meaningful, inclusive family and community engagement by enhancing two-way communication, increasing access to school programs, and expanding opportunities for families to actively participate in their child's education. By June 2027, family engagement will increase as measured by higher participation rates at school events (e.g., Back to School Night, Open House, conferences), increased usage of digital communication platforms such as Seesaw, and improved family survey results, in alignment with LCAP Goal 4. The school will prioritize culturally responsive, arts-integrated engagement opportunities that reflect the diverse needs of the Golden Hill community and promote strong home-school partnerships that support student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Review of the current SPSA indicates that family engagement has primarily been measured through event attendance and communication tools such as Seesaw . While these systems are in place, analysis of local data and stakeholder feedback suggests variability in participation and access among families, particularly those who are socioeconomically disadvantaged (39.7% of the population), English Learners (5.2%), and families of students with disabilities (17.7%) .

Barriers include inconsistent access to technology, varying levels of familiarity with digital communication platforms, and the need for more inclusive, multilingual, and flexible engagement opportunities. Additionally, while communication systems exist, there is a need to strengthen two-way engagement practices that actively involve families as partners in decision-making and student learning.

To address these needs, Golden Hill will expand access to communication tools, provide training and support for families, increase outreach through multiple modalities, and create more inclusive, arts-centered opportunities that encourage meaningful participation from all stakeholder groups. Strengthening family engagement is essential to supporting student achievement, improving attendance, and reinforcing the school's mission of fostering a connected, creative, and inclusive learning community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Participation at School Events (Back to School Night, Open House, Conferences, Arts Events)	Participation rates vary by event; sign-in data indicates inconsistent attendance across grade levels and student groups	Increase overall family participation by at least 10%, with improved representation across all student groups as measured by sign-in data
Seesaw Family Engagement (logins, message interaction, portfolio access)	Majority of families enrolled; variable usage and engagement levels across classrooms	Achieve 100% family enrollment and increase active usage (logins/interactions) by 15%, ensuring consistent communication across all classrooms
Family Survey Results (School Climate & Engagement)	Baseline survey data indicates generally positive perception with opportunities to improve communication and inclusion	Increase positive responses related to communication, accessibility, and engagement by at least 5 percentage points
Participation in School Committees (SSC, ELAC, and family engagement events)	Consistent participation from a core group of families; limited representation from all subgroups	Increase participation and representation of diverse families by 10%, including English Learner and underrepresented groups Consistent participation from a core group of families; limited representation from all subgroups
Communication Accessibility (multilingual communication and outreach)	Communication provided through multiple platforms; continued need for expanded accessibility and clarity	Ensure 100% of major communications are available in multiple languages and formats, with increased family awareness as measured by survey feedback

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	Enhance consistent, two-way communication between school and home through Seesaw, school website, email, text messaging, and social media platforms. Provide training for families on how to effectively use Seesaw and other digital tools to monitor student progress and communicate with teachers. Ensure all communication is clear, timely, and accessible.	All Students	3000 LCFF - Base 4000-4999: Books And Supplies Communication materials (flyers, posters, banners, copies, service contracts, etc.) SeeSaw subscription 2771 LCFF - Supplemental 4000-4999: Books And Supplies Communication Envelopes 2000 LCFF - Supplemental 4000-4999: Books And Supplies Digital communication (subscriptions, programs, contracts, etc.). SeeSaw subscription 1300

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Contractors (copy machine) 10045 LCFF - Base 5000-5999: Services And Other Operating Expenditures Contractors (copy machine)
4.2	Expand translation and interpretation services to ensure all families, including English Learners, have access to school information. Provide all major communications in multiple languages and formats (digital, print, video). Offer workshops to support families in navigating school systems and resources.	English Learners, Socioeconomically Disadvantaged, All Students	
4.3	Provide a variety of inclusive, arts-integrated family engagement events (e.g., performances, showcases, family art nights, curriculum nights) that connect student learning to the home. Offer flexible scheduling (morning/evening options) and virtual participation opportunities to increase access for all families.	All Students	3000 LCFF - Supplemental 4000-4999: Books And Supplies Materials to offer family nights.
4.4	Actively recruit and support diverse family participation in SSC, ELAC, and other advisory groups. Provide orientation and training to empower families to engage in school decision-making processes. Conduct outreach to ensure representation from all student groups.	English Learners, Underrepresented Families, All Students	
4.5	Implement targeted outreach strategies (personalized communication, community partnerships, family liaisons) to engage families who have historically had lower participation rates. Monitor participation data and adjust strategies to ensure equitable access and inclusion.	Socioeconomically Disadvantaged, English Learners, Students with Disabilities	

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.

The strategies to increase family engagement were effectively implemented through expanded communication platforms, multilingual outreach, and increased opportunities for participation, resulting in improved family access to information and moderate gains in engagement across school events and programs.

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

There were no significant differences between the planned implementation and budgeted expenditures, although adjustments were made to increase digital communication tools and translation services to better meet the needs of families.

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 this analysis, the goal will be refined to include more targeted outreach to underrepresented families, increased measurement of two-way communication effectiveness, and expanded family training opportunities, as reflected in the updated Goal 4 section of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$215,137.00
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 (\$)
LCFF - Base	\$79,186.00
LCFF - Supplemental	\$135,951.00

Subtotal of state or local funds included for this school: \$215,137.00

Total of federal, state, and/or local funds for this school: \$215,137.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	79,186.00
LCFF - Supplemental	135,951.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,184.00
2000-2999: Classified Personnel Salaries	45,266.00
4000-4999: Books And Supplies	68,182.00
5000-5999: Services And Other Operating Expenditures	21,845.00
5800: Professional/Consulting Services And Operating Expenditures	6,660.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	35,730.00
2000-2999: Classified Personnel Salaries	LCFF - Base	4,500.00
4000-4999: Books And Supplies	LCFF - Base	24,911.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	14,045.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	37,454.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	40,766.00
4000-4999: Books And Supplies	LCFF - Supplemental	43,271.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	6,660.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
148,988.00
25,600.00
18,433.00
22,116.00

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
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Neil Anderson	Principal
Jennifer de Gala	Other School Staff
Dena Jackson	Other School Staff
Margaret Sfakianakis	Classroom Teacher
Molly Esquivel	Classroom Teacher
Scott Haselton	Parent or Community Member
Chris Williams	Parent or Community Member
Lisa Wise	Parent or Community Member
Jennifer Serrato	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: =====

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 20, 2026.

Attested:



Principal, Neil Anderson, Ed.D. on April 20, 2026

SSC Chairperson, Scott Haselton on April 20, 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/>

Updated by the California Department of Education, October 2023