



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hermosa Drive Elementary School	30-66506-6028062	April 2, 2026	May 12, 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 Hermosa Drive Elementary School 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 Hermosa Drive Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

Hermosa Drive Elementary's plan for meeting ESSA requirements aligns with the district's Local Control and Accountability Plan (LCAP) to ensure coherence across federal, state, and local programs. School goals, actions, and expenditures are developed through a comprehensive needs assessment using multiple data sources, including student achievement data, English learner progress, attendance, and school climate indicators. Stakeholder input from parents, staff, and advisory groups such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC) helps inform school priorities and strategies. Programs funded through ESSA are integrated with LCAP actions to support high-quality instruction, targeted interventions for students needing additional support, and professional learning for staff. Progress is monitored through ongoing data reviews, grade-level collaboration, and site and district leadership meetings to ensure resources are used effectively to improve student outcomes at Hermosa Drive Elementary.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Hermosa Drive Elementary engaged in a collaborative planning process to develop and review the School Plan for Student Achievement (SPSA). The principal worked with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student data, review progress toward prior goals, and identify areas of need. Input was also gathered from parents and families through ELAC meetings, parent meetings, and surveys to ensure stakeholder perspectives were included. The planning process began with data review and stakeholder consultation in August and September, followed by drafting goals and strategies aligned to the district's Local Control and Accountability Plan (LCAP) and ESSA requirements. Throughout the school year, SSC and ELAC reviewed student achievement data, evaluated the effectiveness of strategies and expenditures, and provided recommendations. The SSC reviewed and approved the final SPSA and Annual Review to ensure the plan reflects student needs and supports improved outcomes for all students at Hermosa Drive Elementary.

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.

N/A

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, Hermosa Drive Elementary School does not have any state indicators in the Red or Orange performance categories. Hermosa Drive Elementary will continue to monitor student progress through ongoing analysis of state and local data, including academic achievement, English learner progress, attendance, and school climate. The school will maintain a focus on strengthening core instruction and providing targeted supports through its Multi-Tiered System of Supports (MTSS) to ensure continued growth and success 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.

At Hermosa Drive Elementary School, an analysis of the 2025 California School Dashboard reveals that three student groups are performing two or more performance levels below the "All Students" group on specific state indicators. In English Language Arts (ELA), the English Learner student group received an Orange performance level, while the "All Students" group was rated Green, indicating a significant gap in achievement. Similarly, in Mathematics, the Hispanic and Students with Disabilities student groups received an Orange performance level, two levels below the Green rating for the "All Students" group.

Other Needs

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

Hermosa Drive Elementary also uses locally collected data to identify student needs and inform instructional planning. In addition to the California School Dashboard, the school reviews district benchmark assessments, classroom-based formative assessments, attendance data, and feedback from staff and students to monitor student progress. These data sources provide more frequent insight into student learning and help staff identify trends, areas of strength, and opportunities for improvement. Teachers and school leadership review this information through grade-level collaboration and site leadership discussions to inform instruction, guide differentiated supports, and monitor the effectiveness of interventions. Using multiple data sources ensures that programs, services, and resources are aligned to student needs and support continuous improvement for all students at Hermosa Drive Elementary.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.32%	0.33%	0.33%	1	1	1
African American	1.58%	1.99%	1.32%	5	6	4
Asian	11.39%	13.25%	13.58%	36	40	41
Filipino	0.63%	0.99%	0.99%	2	3	3
Hispanic/Latino	56.65%	55.63%	57.28%	179	168	173
Pacific Islander	0%	%	%	0		
White	21.52%	21.19%	20.53%	68	64	62
Two or More Races	7.91%	6.62%	5.96%	25	20	18
Not Reported	0%	%	%	0		
Total Enrollment				316	302	302

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			30
Kindergarten	42	30	
Grade 1	32	40	
Grade 2	48	31	
Grade3	40	50	
Grade 4	49	36	
Grade 5	47	46	
Grade 6	46	46	
Total Enrollment	316	302	

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	52	50	43	16.5%	16.6%	14.2%
Fluent English Proficient (FEP)	22	16	20	7.0%	5.3%	6.6%

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	39	48	33	38	47	32	38	47	32	97.4	97.9	97
Grade 4	48	38	50	47	36	49	47	36	49	97.9	94.7	98
Grade 5	46	48	39	45	47	38	45	47	38	97.8	97.9	97.4
Grade 6	46	50	44	44	49	44	44	49	44	95.7	98	100
All Grades	179	184	166	174	179	163	174	179	163	97.2	97.3	98.2

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	2496.	2425.	2469.	52.63	31.91	37.50	21.05	10.64	28.13	15.79	27.66	25.00	10.53	29.79	9.38
Grade 4	2470.	2530.	2483.	27.66	50.00	36.73	21.28	11.11	10.20	19.15	25.00	26.53	31.91	13.89	26.53
Grade 5	2521.	2524.	2571.	31.11	34.04	52.63	20.00	23.40	15.79	17.78	19.15	21.05	31.11	23.40	10.53
Grade 6	2559.	2546.	2562.	31.82	20.41	29.55	27.27	34.69	34.09	29.55	26.53	25.00	11.36	18.37	11.36
All Grades	N/A	N/A	N/A	35.06	32.96	38.65	22.41	20.67	21.47	20.69	24.58	24.54	21.84	21.79	15.34

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	52.63	27.66	21.88	42.11	53.19	62.50	5.26	19.15	15.63
Grade 4	27.66	38.89	30.61	51.06	52.78	53.06	21.28	8.33	16.33
Grade 5	31.11	27.66	31.58	55.56	59.57	57.89	13.33	12.77	10.53
Grade 6	20.45	22.45	27.27	70.45	53.06	56.82	9.09	24.49	15.91
All Grades	32.18	28.49	28.22	55.17	54.75	57.06	12.64	16.76	14.72

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	50.00	21.28	31.25	36.84	51.06	53.13	13.16	27.66	15.63
Grade 4	21.28	38.89	22.45	53.19	50.00	57.14	25.53	11.11	20.41
Grade 5	17.78	29.79	42.11	55.56	53.19	52.63	26.67	17.02	5.26
Grade 6	25.00	24.49	40.91	54.55	61.22	50.00	20.45	14.29	9.09
All Grades	27.59	27.93	33.74	50.57	54.19	53.37	21.84	17.88	12.88

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	31.58	14.89	18.75	63.16	68.09	71.88	5.26	17.02	9.38
Grade 4	17.02	19.44	16.33	74.47	75.00	63.27	8.51	5.56	20.41
Grade 5	26.67	23.40	23.68	60.00	63.83	71.05	13.33	12.77	5.26
Grade 6	20.45	16.33	13.64	77.27	73.47	77.27	2.27	10.20	9.09
All Grades	23.56	18.44	17.79	68.97	69.83	70.55	7.47	11.73	11.66

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	28.95	14.89	28.13	65.79	70.21	59.38	5.26	14.89	12.50
Grade 4	10.64	36.11	18.37	72.34	61.11	65.31	17.02	2.78	16.33
Grade 5	26.67	21.28	31.58	53.33	65.96	60.53	20.00	12.77	7.89
Grade 6	22.73	14.29	9.09	68.18	73.47	79.55	9.09	12.24	11.36
All Grades	21.84	20.67	20.86	64.94	68.16	66.87	13.22	11.17	12.27

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	39	48	33	38	47	32	38	47	32	97.4	97.9	97
Grade 4	48	38	50	47	37	50	47	37	50	97.9	97.4	100
Grade 5	46	48	39	45	47	38	45	47	38	97.8	97.9	97.4
Grade 6	46	50	44	44	49	44	44	49	44	95.7	98	100
All Grades	179	184	166	174	180	164	174	180	164	97.2	97.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2495.	2453.	2463.	47.37	29.79	37.50	21.05	36.17	28.13	18.42	14.89	9.38	13.16	19.15	25.00
Grade 4	2497.	2539.	2488.	29.79	43.24	32.00	17.02	16.22	26.00	34.04	29.73	20.00	19.15	10.81	22.00
Grade 5	2511.	2517.	2559.	26.67	29.79	36.84	13.33	10.64	15.79	26.67	27.66	26.32	33.33	31.91	21.05
Grade 6	2553.	2533.	2559.	31.82	28.57	29.55	22.73	14.29	11.36	25.00	22.45	38.64	20.45	34.69	20.45
Grade 11															
All Grades	N/A	N/A	N/A	33.33	32.22	33.54	18.39	19.44	20.12	26.44	23.33	24.39	21.84	25.00	21.95

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	57.89	44.68	40.63	26.32	40.43	40.63	15.79	14.89	18.75
Grade 4	31.91	43.24	42.00	42.55	43.24	34.00	25.53	13.51	24.00
Grade 5	24.44	29.79	39.47	42.22	44.68	42.11	33.33	25.53	18.42
Grade 6	36.36	26.53	27.27	43.18	34.69	45.45	20.45	38.78	27.27
Grade 11									
All Grades	36.78	35.56	37.20	39.08	40.56	40.24	24.14	23.89	22.56

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	44.74	34.04	28.13	44.74	51.06	46.88	10.53	14.89	25.00
Grade 4	29.79	37.84	20.00	46.81	54.05	54.00	23.40	8.11	26.00
Grade 5	20.00	25.53	28.95	44.44	40.43	60.53	35.56	34.04	10.53
Grade 6	22.73	28.57	29.55	59.09	34.69	50.00	18.18	36.73	20.45
All Grades	28.74	31.11	26.22	48.85	44.44	53.05	22.41	24.44	20.73

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	44.74	27.66	43.75	42.11	53.19	37.50	13.16	19.15	18.75
Grade 4	29.79	40.54	24.00	59.57	45.95	50.00	10.64	13.51	26.00
Grade 5	22.22	23.40	31.58	53.33	53.19	50.00	24.44	23.40	18.42
Grade 6	29.55	24.49	29.55	54.55	44.90	47.73	15.91	30.61	22.73
All Grades	31.03	28.33	31.10	52.87	49.44	46.95	16.09	22.22	21.95

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	*	*	*	*	*	*	*	*	*	6	8	7
1	*	*	*	*	*	*	*	*	*	4	4	4
2	*	*	*	*	*	*	*	*	*	7	4	6
3	*	*	*	*	*	*	*	*	*	5	8	*
4	1514.2	*	*	1516.3	*	*	1511.6	*	*	12	7	8
5	*	*	*	*	*	*	*	*	*	10	9	4
6		*	*		*	*		*	*		7	6
All Grades										44	47	38

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	25.00	*	*	33.33	*	*	33.33	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	11.36	10.64	5.26	45.45	34.04	21.05	31.82	40.43	55.26	11.36	14.89	18.42	44	47	38

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	50.00	*	*	41.67	*	*	8.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	20.45	21.28	10.53	59.09	46.81	34.21	20.45	23.40	34.21	0.00	8.51	21.05	44	47	38

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	0.00	*	*	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
3	0.00	*	*	7.14	*	*	64.29	*	*	28.57	*	*	14	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	9.09	2.13	2.63	27.27	23.40	15.79	40.91	48.94	50.00	22.73	25.53	31.58	44	47	38

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	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	29.55	12.77	10.53	65.91	76.60	60.53	4.55	10.64	28.95	44	47	38

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	25.00	*	*	75.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	29.55	38.30	21.05	65.91	44.68	55.26	4.55	17.02	23.68	44	47	38

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	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	13.64	2.13	2.63	54.55	65.96	52.63	31.82	31.91	44.74	44	47	38

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	16.67	*	*	83.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	18.18	10.64	5.26	75.00	74.47	78.95	6.82	14.89	15.79	44	47	38

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
302	49.7%	14.2%	0.7%
Total Number of Students enrolled in Hermosa Drive Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	14.2%
Foster Youth	2	0.7%
Homeless	0	0.0%
Socioeconomically Disadvantaged	150	49.7%
Students with Disabilities	63	20.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.3%
American Indian	1	0.3%
Asian	41	13.6%
Filipino	3	1%
Hispanic	173	57.3%
Two or More Races	18	6%
Pacific Islander	0	0.0%
White	62	20.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.
- According to the 2025 California School Dashboard, Hermosa Drive Elementary maintained positive performance in English Language Arts for all students. Overall results indicate that students continue to perform at levels that meet or exceed state expectations. These outcomes reflect the school’s continued focus on strong literacy instruction, standards-based teaching practices, and ongoing monitoring of student progress. Staff will continue to analyze ELA data and strengthen instructional strategies to support reading comprehension, writing, and critical thinking skills for all students.

2. The 2025 California School Dashboard indicates that Hermosa Drive Elementary maintained solid performance in Mathematics for all students. Student outcomes reflect the continued implementation of effective instructional strategies and opportunities for students to develop problem-solving and conceptual understanding. Teachers regularly review student performance data to inform instruction and provide differentiated support. The school will continue to monitor mathematics achievement and implement targeted strategies to ensure continued growth and success for all students.
3. According to the 2025 California School Dashboard, Hermosa Drive Elementary did not receive a performance level for the English Learner Progress Indicator due to the number of English Learners not meeting the minimum reporting criteria required to generate a Dashboard color. Despite this, the school remains committed to supporting English Learners through both Designated and Integrated English Language Development (ELD) instruction. Teachers provide designated ELD to support language acquisition and integrated ELD within core instruction to ensure English Learners can access grade-level content. Student progress is monitored through ELPAC results, classroom assessments, and teacher observations to guide instruction and provide appropriate supports. Hermosa Drive Elementary will continue to strengthen ELD practices to support English Learners in developing English proficiency and achieving academic success.

School and Student Performance Data

Academic Performance English Language Arts

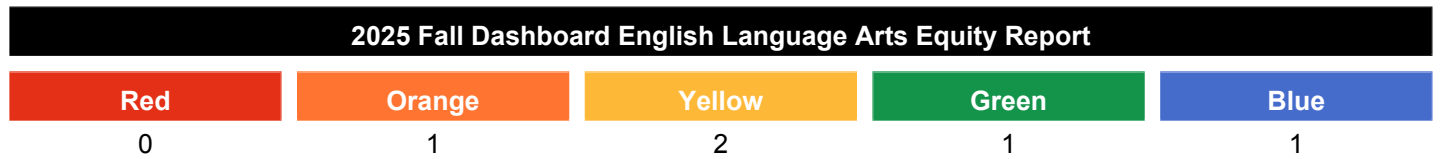
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This section provides number of student groups in each level.



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 35.4 points above standard Increased 14.1 points 162 Students	English Learners  Orange 31.3 points below standard Maintained 0 points 37 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 6.5 points below standard Increased 15 points 85 Students

Students with Disabilities  Yellow 22 points below standard Increased 4.6 points 40 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 103.5 points above standard Increased 7.5 points 25 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 2.8 points above standard Increased 17.4 points 84 Students
Two or More Races  No Performance Color 51.3 points above standard 11 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 56.2 points above standard Increased 4.4 points 37 Students

Conclusions based on this data:

1. According to the 2025 California School Dashboard, Hermosa Drive Elementary earned a Green performance level in English Language Arts, indicating that students are performing above state standards. These results reflect strong literacy instruction and the continued implementation of strategies that support student achievement.
2. While overall performance is strong, some student groups need additional support to close achievement gaps. English Learner students received an Orange performance level, scoring 31.3 points below the standard, while Socioeconomically Disadvantaged students and Students with Disabilities were in the Yellow category. Despite these gaps, some groups showed improvement, reinforcing the effectiveness of targeted literacy interventions and differentiated instruction, particularly for the Hispanic Student group, which increased by 17.4 points.
3. Hermosa Drive Elementary will continue to provide targeted supports to address achievement gaps for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Staff will use data analysis, differentiated instruction, and targeted interventions, along with strengthened Designated and Integrated English Language Development (ELD), to support improved literacy outcomes for these student groups.

School and Student Performance Data

Academic Performance Mathematics

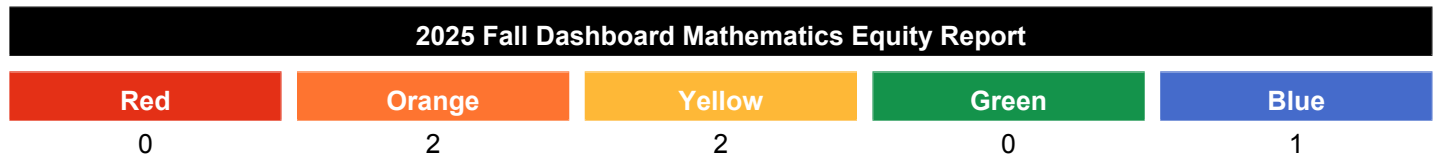
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 17.7 points above standard Increased 5.2 points 162 Students	English Learners  Yellow 42.9 points below standard Increased 16.7 points 37 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 28.9 points below standard Increased 10.2 points 85 Students

Students with Disabilities  Orange 37.8 points below standard Maintained -1.1 points 40 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 108.9 points above standard Increased 15.5 points 25 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 30.7 points below standard Declined 6.1 points 84 Students
Two or More Races  No Performance Color 64.7 points above standard 11 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 54.4 points above standard Increased 12.4 points 37 Students

Conclusions based on this data:

1. According to the 2025 California School Dashboard, Hermosa Drive Elementary earned a Green performance level in Mathematics, indicating that students are performing above state standards. Staff will continue to analyze data and strengthen instructional practices to support ongoing growth in mathematical reasoning and problem-solving.
2. While overall mathematics performance is strong, some student groups require additional support to close achievement gaps. Students with Disabilities and Hispanic students received an Orange performance level, scoring 37.8 points below standard and 30.7 points below standard, respectively, while Socioeconomically Disadvantaged students remained in the Yellow performance level.
3. Hermosa Drive Elementary will continue implementing targeted instructional supports and differentiated strategies to meet the needs of Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. Teachers will use ongoing data analysis, small-group instruction, and interventions aligned with the school's Multi-Tiered System of Supports (MTSS), along with the continued implementation of Cognitively Guided Instruction (CGI), to strengthen students' conceptual understanding, problem-solving skills, and overall mathematical achievement.

School and Student Performance Data

Academic Performance Science

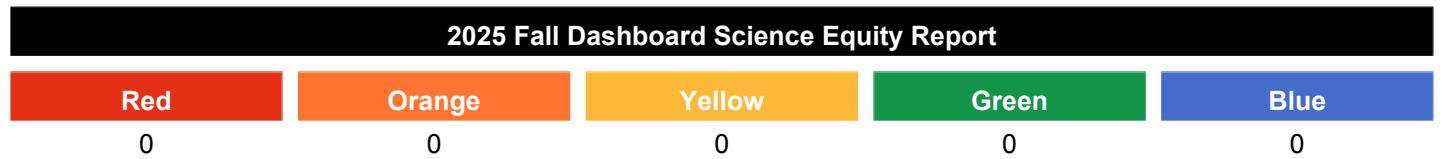
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 66 science points Increased 10.3 points 36 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 58.4 science points Increased 12.2 points 17 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 61.7 science points Increased 16.5 points 23 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 34.5 making progress. Number Students: 29 Students	 No Performance Color making progress. Number Students: 3 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
34.5%	31%	0%	34.5%

Conclusions based on this data:

1. According to the 2025 California School Dashboard, Hermosa Drive Elementary did not receive a performance level for the English Learner Progress Indicator due to the number of students not meeting the minimum reporting criteria required to generate a Dashboard color. Despite this, the school remains committed to supporting the language development and academic success of its 29 English Learner students.
2. Hermosa Drive Elementary provides both Designated and Integrated English Language Development (ELD) to ensure English Learners develop language proficiency while accessing grade-level content. Teachers monitor progress through ELPAC results, classroom assessments, and ongoing observations to guide instruction and provide appropriate supports.
3. Hermosa Drive Elementary will continue to strengthen Designated and Integrated English Language Development (ELD) instruction and provide targeted supports through differentiated instruction, small-group learning, and ongoing data review. Staff will monitor English Learner progress, including Long-Term English Learners (LTELs), to ensure students make steady progress toward English proficiency and continued academic success.

School and Student Performance Data

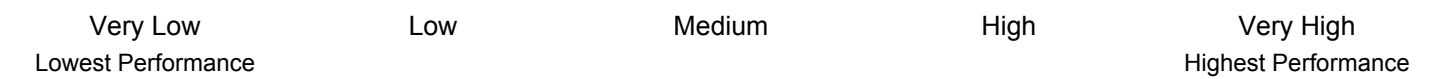
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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.

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



Green

9.5% Chronically Absent

Declined 0.7

315 Students

English Learners



Green

6.4% Chronically Absent

Declined 4.9

47 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

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

1 Student

Socioeconomically Disadvantaged



Yellow

12.1% Chronically Absent

Declined 4.4

165 Students

Students with Disabilities  Orange 17.8% Chronically Absent Increased 9.1 73 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 9.3% Chronically Absent Increased 4.4 43 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 12.1% Chronically Absent Increased 0.7 182 Students
Two or More Races  No Performance Color 0% Chronically Absent Declined 14.3 19 Students	Pacific Islander  No Performance Color 0 Students	White  Green 4.8% Chronically Absent Maintained 0.1 63 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

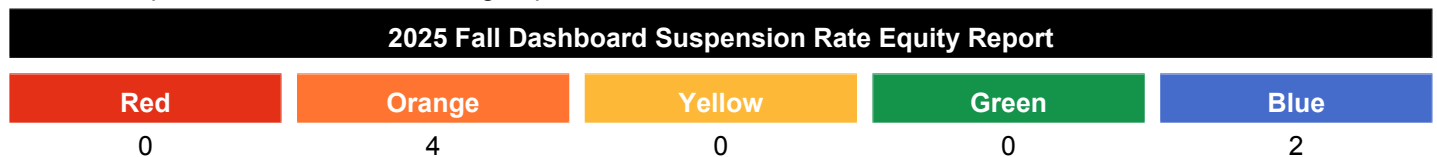
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 0.9% suspended at least one day Increased 0.9% 321 Students	English Learners Orange 2.1% suspended at least one day Increased 2.1% 47 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
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 1 Student	Socioeconomically Disadvantaged Orange 1.8% suspended at least one day Increased 1.8% 168 Students

Students with Disabilities  Orange 1.4% suspended at least one day Increased 1.4% 73 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 44 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 1.1% suspended at least one day Increased 1.1% 185 Students
Two or More Races  No Performance Color 5% suspended at least one day Increased 5% 20 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 64 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

ENGLISH LANGUAGE ARTS

By Spring 2026, the percentage of students in grades K–2 scoring one or more grade levels below on the final ELA diagnostic assessment will decrease by at least 10% compared to the first district diagnostic results.

By Spring 2026, the overall ELA Distance from Standard (DFS) on the SBAC for students in grades 3–6 will increase by at least 3 points, from 35.2 to 38.2.

By Spring 2026, the overall ELA Distance from Standard (DFS) on the SBAC for English Learner students in grades 3–6 will increase by at least 3 points, from -92.6 to -89.6.

MATHEMATICS:

By Spring 2026, the percentage of students in grades K–2 scoring one or more grade levels below on the final Math diagnostic assessment will decrease by at least 10% compared to the first district diagnostic results.

By Spring 2026, the overall Math Distance from Standard (DFS) on the SBAC for students in grades 3–6 will increase by at least 3 points, from 15.7 to 18.7

By Spring 2026, the overall ELA Distance from Standard (DFS) on the SBAC for English Learner students in grades 3–6 will increase by at least 3 points, from -94.1 to -91.1.

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.

Performance Gaps Among Student Groups

English Learners: This group is performing below their peers in both English Language Arts and Mathematics.

Socioeconomically Disadvantaged Students: These students demonstrate lower overall academic performance.

Students with Disabilities: This group is also performing below grade-level expectations and requires additional support.

Steps Taken to Address These Areas

Targeted Academic Interventions: Hermosa Drive Elementary will implement targeted supports through the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI), including small-group instruction, differentiated strategies, and specialized supports.

Professional Development: Teachers will engage in ongoing professional learning focused on evidence-based instructional practices to support English Learners, Students with Disabilities, and other underserved student groups.

Monitoring and Progress: Student progress will be monitored regularly through multiple data sources, including assessments and PLC data reviews, to evaluate the effectiveness of interventions and adjust instruction to support continued growth.

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
iReady	D3-2026 Data	Increase by 10%
SBAC	2026 Data	Increase by 3 Points
Benchmark Testing	2026 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	Certificated Support Standards-Based Instruction and PLC Collaboration All teachers will implement the State-Adopted Common Core State Standards through a guaranteed and viable curriculum. Grade-level Professional Learning Communities (PLCs) will collaborate regularly through weekly meetings to review standards, align instruction, analyze student data, and ensure all essential content is taught. PLC teams will monitor student progress to ensure that all students demonstrate proficiency and/or measurable growth on identified priority standards. PLC time is supported through scheduled instructional blocks, including physical education provided by a credentialed PE teacher, allowing classroom teachers dedicated time to collaborate with grade-level teams and site administration. Teachers will participate in curriculum planning and collaboration days with the use of substitutes when needed to implement pacing with fidelity and effectively utilize instructional materials based on multiple measures of student data. Hermosa Drive Elementary will continue to strengthen its Multi-Tiered System of Supports	All Students	2,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Certificated Support 1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers 1,000 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Teachers Benefits 500 LCFF - Base 5000-5999: Services And Other Operating Expenditures Reproduction costs 5,000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(MTSS)/Response to Intervention (Rtl) framework by providing targeted interventions, small-group instruction, and ongoing progress monitoring to address the diverse needs of all learners. In addition, the school will support specialized programs for advanced learners through GATE training, resources, and the use of depth and complexity strategies to extend learning. Curriculum goals and expected outcomes will be communicated to students and families through parent conferences and report cards. English Language Arts (ELA) Instruction and Intervention Instructional practices will reflect a commitment to diversity, equity, and inclusion, and will incorporate research-based strategies to support all learners. In English Language Arts, teachers will implement strategies such as Writer's Workshop, Thinking Maps, and reading comprehension strategies, along with structured literacy through IMSE Orton-Gillingham to support foundational skills. Instruction will include whole-group and small-group learning, Response to Intervention (Rtl), and targeted supports such as RSP push-in and pull-out services. Teachers will also utilize graphic organizers, iReady lessons, BrainPop, and technology integration to support engagement and access. English Learner (EL) Support and ELD Instruction Teachers will provide both Designated and Integrated English Language Development (ELD) to support English Learners in developing language proficiency and accessing grade-level content. Instruction will incorporate SDAIE and GLAD strategies, along with differentiated supports to meet the needs of multilingual learners. Student progress will be monitored through ELPAC results, classroom assessments, and ongoing data analysis to inform instruction and ensure continued language development and academic growth. Mathematics Instruction and Intervention In Mathematics, teachers will provide instruction aligned to district-adopted curriculum and incorporate Cognitively Guided Instruction (CGI) to strengthen students' conceptual understanding and problem-solving skills. Instruction will include differentiation, small-group learning, hands-on manipulatives, and Rtl supports, including RSP services. Teachers will integrate math vocabulary development, real-world applications, and cross-curricular connections through STEAM. Additional resources and enrichment opportunities such as Reflex, Frax, Math Olympiad, and other math enrichment activities will be used to support diverse learners and promote mathematical thinking.		4000-4999: Books And Supplies Materials and Supplies 38,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE Teacher

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Classified Support Classified staff at Hermosa Drive Elementary provide essential instructional, special education, program, and logistical support to ensure all students have access to learning. Instructional aides support students in small-group and one-on-one settings to reinforce reading and mathematics skills, pre-teach and re-teach concepts, and support differentiated instruction within the Multi-Tiered System of Supports (MTSS)/Response to Intervention (Rtl) framework. Special education support staff, including RSP and Immersive Inclusion instructional assistants, assist in implementing accommodations, modifications, and individualized supports to help students access grade-level content and meet their IEP goals. Classified staff also support English Learners by reinforcing vocabulary development, structured language practice, and guided instruction. In addition, a Physical Education instructional aide supports the implementation of the PE program by assisting with supervision, organization of equipment, and ensuring safe and effective student participation during instructional time. Materials and supplies are maintained and organized by classified staff to support both classroom instruction and schoolwide programs. Program and logistical support staff assist with supervision, coordination of services, and maintaining a safe, structured learning environment that promotes student engagement and positive behavior. Ongoing collaboration with certificated staff ensures that supports are aligned to instructional goals and responsive to student data, strengthening academic outcomes and overall student success.	All Students	10,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aid Support 5,000 LCFF - Base 2000-2999: Classified Personnel Salaries PE Recreational Aide 5,800 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies 200 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
1.3	Instructional Purchases and Resources Student Intervention and Academic Support Instructional resources and services will be utilized to provide targeted academic support through the Multi-Tiered System of Supports (MTSS)/Response to Intervention (Rtl) framework. Students will receive support through small-group instruction, one-on-one tutoring, in-class interventions, and re-teaching of key concepts. Additional supports include an Rtl coach providing language and literacy lessons multiple times per week, an Rtl instructional aide, and access to school-based services such as speech and language support. Inclusion models in grades 5 and 6 will further	All Students	9,224 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	support differentiated instruction and access to grade-level content. Extended Learning Opportunities Students will have access to extended learning opportunities to reinforce skills and accelerate learning, including Saturday School and structured homework support. Meaningful homework will be used to promote continued learning beyond the school day and strengthen home-school connections. Targeted Programs and Differentiated Supports Instructional resources will support differentiated instruction to meet the needs of all learners, including English Learners, students requiring intervention, and advanced learners. Supports include English Language Development (ELD) intervention, GATE enrichment opportunities, peer tutoring, and buddy programs to reinforce academic skills and engagement. Family and Community Support Parent volunteers and school-based resources will support student learning by assisting with instructional activities, providing additional practice opportunities, and strengthening connections between home and school. These supports contribute to a comprehensive system that promotes student achievement, engagement, and overall success.		
1.4	School/Home/Community Tools Communication and Family Engagement Hermosa Drive Elementary uses a variety of communication tools to strengthen connections between school and home and promote family engagement. These include weekly principal and teacher messages, Thursday folders, and digital platforms such as Class Dojo and Seesaw to share school / classroom updates, student progress, and important school information. Consistent, clear communication ensures families remain informed, connected, and actively involved in their child's education. Family and Community Partnerships The school fosters strong partnerships with families and the broader community to support student learning and enrichment. Parent volunteers support classroom activities and field trips, while partnerships with local organizations and higher education institutions provide opportunities for mentorship, enrichment, and real-world learning experiences. These collaborations strengthen the school community and enhance opportunities for all students.	All Students	300 LCFF - Base 4000-4999: Books And Supplies Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Student Engagement and School Culture Hermosa Drive Elementary promotes a positive and inclusive school culture through schoolwide activities and engagement opportunities. Events such as Read Across America, learning projects, and other enrichment activities support literacy development, student leadership, and community involvement. These experiences encourage students to make meaningful connections to their learning while fostering a sense of belonging and pride in their school. Feedback and Continuous Improvement Hermosa Drive Elementary gathers input from educational partners through parent, staff, and student surveys, as well as informal feedback opportunities. This feedback is used to inform decision-making, refine programs, and ensure that school practices remain responsive to the evolving needs of students and families. Ongoing reflection and collaboration support continuous improvement and sustained student success.		

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 and activities implemented to support Goal 1 were effective in improving student outcomes, as reflected in positive growth on the 2025 California School Dashboard. A focus on standards-based instruction, Professional Learning Communities (PLCs), and data-driven decision-making supported consistent instructional practices, while targeted interventions through MTSS, including small-group instruction and differentiated strategies, addressed diverse student needs. Ongoing professional development in structured literacy, Cognitively Guided Instruction (CGI), and English Language Development (ELD) strengthened instruction, and regular data review allowed staff to monitor progress and adjust supports. While overall progress was demonstrated, continued emphasis on targeted interventions is needed to address achievement gaps among specific 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 for Goal 1. All planned strategies and activities were implemented as outlined; however, allocated funds for consultants were not utilized. Resources were instead directed toward supporting site-based professional learning and instructional supports to meet student 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.

Based on this analysis, the overall goal and annual outcomes will remain consistent; however, strategies will be enhanced to strengthen targeted supports for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. This includes expanding the use of MTSS, refining differentiated instructional practices, and deepening data-driven collaboration through PLCs to more effectively respond to student needs. These enhancements are reflected in the updated actions and services outlined in Goal 1 of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Technology and Digital Literacy

Hermosa Drive's students and staff will have appropriate access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences via science, technology, robotics, engineering, arts, and mathematics (STREAM) as measured by all teachers completing common sense media lessons.

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.

To ensure the effective integration of technology in instruction and operations, we aim to systematically replace aging technology and infrastructure as it becomes outdated or non-functional.

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
Access to age appropriate technology	Start of the school year - 0%	100% of all Students.
Completion of Common Sense Media Lessons - yearly	Start of the school year - 0%	100% of all Students.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Certificated Support Professional Learning and Capacity Building Certificated staff will participate in ongoing professional development to strengthen their understanding and implementation of 21st century skills, interdisciplinary instruction, and effective technology integration. Teachers will deepen their use of digital tools to enhance instruction and support student engagement across the curriculum.	All Students	1,982 LCFF - Base 1000-1999: Certificated Personnel Salaries Staff Development 5,116 LCFF - Base 4000-4999: Books And Supplies Supplies and Materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Technology-Enhanced Instruction and Real-World Application Teachers will utilize instructional technology, including the 1:1 iPad program in grades 1–6, to provide students with access to real-world data, tools, and learning experiences that support college and career readiness. Instruction will emphasize real-life application of content and provide opportunities for students to demonstrate learning through multiple formats, allowing for varied levels of mastery. Digital Citizenship and Responsible Technology Use Teachers will provide direct instruction in digital citizenship using the Common Sense Media curriculum for students in Kindergarten through sixth grade throughout the school year. Lessons will focus on safe, responsible, and ethical technology use, including topics such as online safety, digital footprints, media balance, and respectful online communication. Through consistent implementation of Common Sense Media lessons, students will develop the skills needed to navigate digital environments responsibly and apply positive digital behaviors in both academic and real-world settings. Technology Resources and Infrastructure Hermosa Drive Elementary will maintain and utilize instructional technology resources to support teaching and learning, including the 1:1 iPad program in grades 1–6. Devices will be maintained, updated, and replaced as needed to ensure consistent student access. Instructional programs and digital resources, such as iReady lessons, BrainPop, and other curriculum-aligned tools, will be used to support differentiated instruction, intervention, and enrichment. Additional materials and supplies will support effective implementation of technology-based learning and ensure students have access to engaging and meaningful digital learning experiences.		2,194 LCFF - Supplemental 4000-4999: Books And Supplies Supplies and Materials 350 LCFF - Base 1000-1999: Certificated Personnel Salaries Planning and Collaboration Time
2.2	Classified Support Professional Learning and Instructional Support Instructional aides and support staff will work alongside certificated staff to reinforce technology use in the classroom, assist with small-group instruction, and support students in using digital tools effectively. Collaboration with teachers and instructional coaches will help ensure consistency in technology-supported instruction. Student Support and Technology Integration Classified staff will support students during technology-based learning activities by assisting with device use, guiding students through digital	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	tasks, and reinforcing instructional goals. Staff will help facilitate small-group and individualized support using classroom technology, ensuring students can access digital resources and demonstrate learning in multiple ways. This support will enhance student engagement, access, and participation in technology-rich learning environments. Digital Citizenship and Responsible Use Classified staff will support the implementation of digital citizenship practices by reinforcing expectations for safe, responsible, and respectful technology use. Staff will assist teachers during Common Sense Media lessons and help monitor student use of devices, promoting appropriate online behavior and supporting a positive digital learning environment.		
2.3	Instructional Purchases and Resources Technology Devices, Maintenance, and Infrastructure Hermosa Drive Elementary will maintain and update instructional technology to ensure consistent and reliable access for all students. This includes the ongoing support of the 1:1 iPad program in grades 1–6, as well as regular maintenance, replacement, and upgrading of devices and equipment. Resources will be allocated to ensure that technology infrastructure remains functional, current, and capable of supporting high-quality instruction. Instructional Programs and Digital Resources The school will utilize a variety of digital instructional programs to support core instruction, intervention, and enrichment. These include platforms such as i-Ready (lessons and diagnostics), Reflex Math, Frax, and Common Sense Media. These resources provide opportunities for differentiated instruction, targeted intervention, and skill development in English Language Arts and Mathematics, while supporting student engagement and progress monitoring. Library Media Center and Learning Resources The school will continue to update and enhance the library media center to provide students with access to current print and digital resources that support literacy, research, and inquiry-based learning. Updated materials will ensure students have access to high-quality texts and digital tools that align with instructional goals and promote independent learning. Professional Learning and Instructional Support Resources	All Students	7,500 LCFF - Base 4000-4999: Books And Supplies Technology Upgrades

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Resources will be allocated to support ongoing professional development for staff in the effective integration of technology, including training on instructional tools, and digital platforms. These supports will ensure that technology is used to enhance instruction, increase student engagement, and improve academic outcomes. Digital Citizenship and Responsible Use Instructional resources will support the implementation of digital citizenship lessons through Common Sense Media, ensuring students develop safe, responsible, and ethical technology practices. These resources will reinforce consistent expectations for appropriate technology use across all grade levels.		
2.4	School/Home/Community Tools Communication and Family Access to Technology Hermosa Drive Elementary utilizes digital communication tools to strengthen connections between school and home. Families receive regular updates through weekly principal and teacher messages, digital platforms such as Class Dojo and Seesaw. Home Access to Digital Learning Resources Students and families are provided access to digital learning platforms, including i-Ready, Reflex Math, Frax, and other instructional tools, to support learning beyond the school day. These resources allow students to practice and reinforce skills at home, helping to build consistency between school and home learning environments. Family Engagement and Digital Literacy The school promotes family engagement by providing opportunities for parents to learn about digital tools and instructional programs used in the classroom. Guidance and support are provided to help families navigate platforms and learning applications, ensuring equitable access and understanding of student progress and expectations.	All Students	5,000 LCFF - Base 4000-4999: Books And Supplies Digital Learning Resources

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 and activities implemented to support Goal 2 were effective in increasing student access to technology and strengthening digital literacy skills. Teachers integrated digital tools into daily instruction, and students regularly used devices and online resources to support learning, engagement, and demonstration of understanding. Ongoing professional development supported teachers in improving technology integration, while digital citizenship instruction through Common Sense Media helped promote safe and responsible technology use.

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

There were no major differences between the intended implementation and the budgeted expenditures for Goal 2. Planned strategies and activities were implemented as outlined; however, allocated funds for consultants were not utilized. Resources were instead focused on professional learning, technology maintenance, and instructional supports to ensure continued student access to digital tools and effective implementation of technology integration.

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, no major changes will be made to the overall goal or annual outcomes. Strategies will be refined to strengthen consistent implementation of technology integration, expand the use of digital tools to support instruction, and continue site-based professional learning.

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

Hermosa Drive will provide an inclusive, welcoming, safe, and secure environment for all members of our school community.

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.

Based on a review of the California School Dashboard and local data, chronic absenteeism remains an area for improvement at Hermosa Drive Elementary, particularly among socioeconomically disadvantaged students, Hispanic students, and Asian students. To address this, Hermosa Drive has implemented a comprehensive approach that includes attendance improvement initiatives, increased family engagement, and proactive behavior support systems. The school will utilize individualized attendance plans, school-wide attendance celebrations, and early warning systems to support students at risk of chronic absenteeism.

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
Decrease chronic absenteeism by 2% annually among all student groups, particularly socioeconomically disadvantaged students, Hispanic students, and Asian students.	Dashboard Data	Decrease by 2%
Survey Data (Community, Staff and Students)	Feelings of Safe and Secure environment	Increase by 2%
Second Step Lessons	Zero Percent	100% Completion at all grade levels
Dashboard Suspension	Dashboard Data	Decrease/Maintain

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	Certificated Support Supporting Positive School Relationships and School Climate	All Students	3,508 LCFF - Base 1000-1999: Certificated Personnel Salaries Substitute Teachers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Certificated staff will implement Positive Behavioral Interventions and Supports (PBIS) to promote positive relationships among adults, between adults and students, and among students. Instruction and interactions will be grounded in the schoolwide expectations: Have Respect, Act Responsibly, Work Together, and Keep Safe, fostering a consistent and positive school culture. Behavior Expectations and PBIS Implementation Teachers will explicitly teach and reinforce behavior expectations using the schoolwide PBIS matrix throughout the school year. Ongoing modeling, practice, and reinforcement of expectations will support a safe, structured, and inclusive learning environment where all students feel supported. Social-Emotional Learning and Student Support Certificated staff will implement social-emotional learning through the Second Step curriculum, embedding lessons that support self-awareness, self-management, relationship skills, and responsible decision-making. The school counselor, available four days per week, will provide additional support through individual and small-group counseling to address student needs and promote overall well-being. Student Engagement and Wellness Teachers will support opportunities that promote student wellness and engagement, including participation in after-school sports programs for students in grades K–6. These opportunities encourage healthy lifestyles, teamwork, and positive peer interactions, contributing to a safe and supportive school environment.		5000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Attendance Support Programs 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Extra Pay: After- School Academic Programs
3.2	Classified Support Supporting Positive School Climate and Relationships Classified staff will support the implementation of Positive Behavioral Interventions and Supports (PBIS) by reinforcing schoolwide expectations: Have Respect, Act Responsibly, Work Together, and Keep Safe. Through consistent interactions with students, staff will help foster positive relationships and contribute to a welcoming and inclusive school environment. Supervision and Student Safety Classified staff, including playground supervisors and support personnel, will provide active supervision across campus to ensure student safety during arrival, recess, lunch, and dismissal. Staff will model and reinforce appropriate behavior,	All Students	806 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 7,786 LCFF - Base 2000-2999: Classified Personnel Salaries Mental Health Associate (Counselor)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	support conflict resolution, and ensure students are following school expectations in all settings. Health, Safety, and Student Services Classified staff will support the maintenance of a safe and healthy school environment through the continued operation of the health office and nursing station. The Health Assistant will provide care for student health needs, monitor student well-being, and support communication with families regarding health concerns. Staff will also support the implementation of a visitor management system to ensure campus safety and monitor access to the school. Social-Emotional and Mental Health Support Classified staff will assist in supporting students' social-emotional and mental health needs by reinforcing strategies taught through the Second Step curriculum and PBIS practices. Staff will collaborate with counseling services to support students through mentoring opportunities, small-group support, and access to mental health resources.		
3.3	Instructional Purchases and Resources PBIS and School Climate Supports Hermosa Drive Elementary will allocate resources to sustain and strengthen the schoolwide Positive Behavioral Interventions and Supports (PBIS) framework. Funding will support the implementation of behavior expectations, recognition systems, and consistent reinforcement of positive student behavior to promote a safe, inclusive, and supportive school environment. Social-Emotional Learning and Counseling Supports Instructional resources will support the implementation of the Second Step social-emotional learning curriculum and counseling services, including individual and small-group support. These resources will address students' social-emotional and mental health needs and promote positive behavior, self-regulation, and well-being. Emergency Preparedness and School Safety Planning Resources will support ongoing emergency preparedness efforts, including regular safety drills,	All Students	300 LCFF - Base 5000-5999: Services And Other Operating Expenditures School Improvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	staff training, and the continuous review and updating of the school safety plan. The school will ensure that procedures for emergencies, including lockdowns, evacuations, and other safety protocols, are clearly communicated and practiced to maintain a safe and secure campus. Facilities, Maintenance, and Campus Safety Resources will be allocated to maintain and improve school facilities to ensure a safe and secure physical environment. This includes ongoing maintenance, campus supervision systems, and necessary upgrades to support student safety, cleanliness, and accessibility across the school site. Student Engagement and Wellness Opportunities Resources will support programs that promote student engagement and well-being, including after-school sports, mentoring opportunities, and enrichment activities. These programs foster positive relationships, teamwork, and a sense of belonging, contributing to a safe and supportive school climate.		
3.4	School/Home/Community Tools Communication and Safety Awareness Hermosa Drive Elementary will utilize multiple communication tools to keep families informed about school safety procedures, expectations, and updates. This includes weekly principal and teacher messages, digital platforms, and schoolwide notifications to ensure timely communication regarding safety practices, events, and any concerns. Family Engagement and School Climate The school will engage families as partners in maintaining a safe and supportive environment by providing opportunities for participation through school events, volunteer opportunities, and informational meetings. Community Partnerships and Student Support Hermosa Drive Elementary will collaborate with community partners to support student safety, wellness, and engagement. Partnerships with local organizations and agencies will provide additional resources, mentoring opportunities, and support services that contribute to a positive school climate and student success. Feedback and Continuous Improvement The school will gather input from students, staff, and families through surveys, meetings, and other feedback tools to assess school climate and safety. Data collected will be used to inform decision-		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	making, update safety practices, and ensure that the school remains responsive to the needs of the community while continuously improving systems that support a safe and secure environment.		

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 and activities implemented to support a safe and secure environment were effective in promoting a positive school climate and supporting student well-being. The consistent implementation of PBIS, clear behavior expectations, and social-emotional learning through the Second Step curriculum contributed to improved student behavior and a supportive school culture. Ongoing supervision, counseling services, and access to student support systems helped address student needs and maintain a safe environment. Safety procedures, including drills and communication protocols, were implemented to ensure preparedness. While overall effectiveness was demonstrated, continued focus will be placed on reinforcing expectations, strengthening student supports, and maintaining a safe and inclusive environment for all students.

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

There were no major differences between the intended implementation and the budgeted expenditures for Goal 3. Planned strategies and activities were implemented as outlined, with resources directed toward PBIS implementation, student supervision, counseling services, and maintaining a safe and structured school environment.

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, no major changes will be made to the overall goal or annual outcomes. Strategies will be refined to strengthen consistent implementation of PBIS practices, enhance student support systems, and maintain a safe and inclusive school environment.

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

Hermosa Drive Elementary strives to be an inclusive, family-centered community school where high academic expectations and kindness are at the core, while supporting the social and emotional needs of every student. The school is committed to fostering positive communication and meaningful interactions among students, staff, and families to increase shared understanding, strengthen relationships, and promote active participation in school initiatives.

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.

Hermosa Drive Elementary is committed to strengthening family-school partnerships by continually improving communication, increasing equitable participation, and addressing barriers such as language access and scheduling conflicts. Data highlights the need for more consistent and timely parent-teacher communication. Families also expressed a desire for a more balanced schedule of school activities to better support student engagement.

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
School Survey and LCAP Survey	Fall and Winter Survey	Increase by 10%
Parent Meetings (SSC, ELAC, PTA, Coffee with the Principal)	Sign in Sheets	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
4.1	Certificated Support Supporting School-to-Home Communication Certificated staff, in collaboration with school administration, will establish positive and proactive communication with families prior to the start of the school year. Information regarding school programs, policies, procedures, and expectations will be shared to ensure families are informed and prepared to support student success. Ongoing communication will be maintained through multiple platforms, including Blackboard messages,	All Students	100 LCFF - Supplemental 5900: Communications Communication Flyers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	school and teacher websites, email, phone calls, flyers, social media (e.g., Instagram), and the school marquee. These communication tools will be used to share important updates, celebrate student success, and promote academic excellence. Teachers will utilize a variety of outreach methods, including personal phone calls, emails, and written communication, to ensure consistent two-way communication with families. Certificated staff will also support and participate in family engagement activities, including parent meetings, workshops, and school events that encourage meaningful involvement in student learning. Supporting Communication Among Staff and Students Teachers will clearly communicate learning goals, expectations, and feedback to students to support academic success and engagement. Staff will promote positive communication by recognizing student achievements and celebrating success through classroom practices and schoolwide events, including trimester awards assemblies. Communication between staff and students will occur through a variety of tools, including Class Dojo, Seesaw, email, phone calls, face-to-face interactions, and school announcements. In addition, school administration and office staff will be available to support students throughout the school day, ensuring that all students feel heard, supported, and connected to the school community.		
4.2	Classified Support Supporting School-to-Home Communication Classified staff, including office personnel and support staff, will assist in maintaining clear, consistent, and welcoming communication with families. Front office staff will serve as a primary point of contact, providing information about school programs, policies, and events while ensuring a positive and supportive experience for all families. Staff will assist with the distribution of communication materials, including flyers, mailings, and digital messages, to ensure families receive timely and accurate information. Classified staff will also support multilingual communication efforts by assisting families with access to translated materials and providing support to ensure all families can engage with school communications. These efforts will help increase accessibility, build trust, and strengthen connections between home and school.	All Students	500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Supporting Communication with Students and School Community Classified staff will foster positive interactions with students by reinforcing school expectations and promoting a welcoming and inclusive environment. Staff will support communication by assisting students with questions, directing them to appropriate resources, and ensuring they feel supported throughout the school day. Additionally, classified staff will support family engagement activities and school events by assisting with organization, logistics, and communication, helping to create meaningful opportunities for families to participate in and connect with the school community.		
4.3	Instructional Purchases and Resources Family Engagement Activities and Events Funding will support family engagement opportunities, including parent meetings, workshops, and school events that promote participation in student learning. Resources will include materials, supplies, and logistical support to ensure events are accessible, meaningful, and aligned to student needs and school goals. Multilingual Communication and Access Resources will be used to support translation services, multilingual materials, and interpretation to ensure equitable access to information for all families, including English Learner families. These supports will help remove language barriers and promote inclusive participation in school activities and decision-making processes. Outreach and Communication Materials Funding will support the creation and distribution of communication materials such as flyers, newsletters, and mailings, as well as outreach efforts including phone calls and printed materials. These resources will ensure consistent communication and increase family awareness of school programs, services, and opportunities. Supplies and Resources for Parent Engagement Resources will be allocated for supplies and materials used during parent meetings, workshops, and family events, including presentation materials, informational resources, and engagement activities that support student learning at home.	All Students	1000 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies
4.4	School/Home/Community Tools Promoting Positive Communication Skills	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Hermosa Drive Elementary promotes positive communication skills through classroom instruction, parent meetings, and schoolwide activities that emphasize respectful and effective interactions. Students are supported in developing strong oral and written communication skills, which enhance their ability to engage with peers, staff, and families. Digital Citizenship and Responsible Communication Students are taught the importance of responsible communication, including appropriate use of social media and digital platforms, through digital citizenship instruction. These skills support positive interactions both at school and at home, strengthening connections within the school community. Student Support Systems and Access to Resources Students have access to a comprehensive system of support, including teachers, the Rtl teacher, administration, the PBIS team, the school Mental Health Associate, and the school psychologist. These supports ensure that students receive guidance in both academic and social-emotional areas, helping them communicate effectively and navigate challenges.		

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 and activities implemented to support Goal 4 were effective in strengthening family engagement and communication. Consistent outreach through multiple platforms, including messages, flyers, and meetings, increased family awareness and participation in school events and programs. Opportunities such as PTA, SSC, ELAC, and Coffee with the Principal supported meaningful input and collaboration with families.

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

There were no major differences between the intended implementation and the budgeted expenditures for Goal 4. Planned strategies and activities were implemented as outlined, with resources supporting communication, family engagement activities, and outreach efforts. Minor adjustments were made as needed to ensure effective use of materials and resources to support family participation and access.

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 overall goal and annual outcomes will remain consistent; however, strategies will be refined to strengthen communication, increase family participation, and enhance supervision during family engagement activities.

to ensure a safe and welcoming environment. Additional resources may be allocated to support supervision needs during school events and activities.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,666.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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	\$41,648.00
LCFF - Supplemental	\$79,018.00

Subtotal of state or local funds included for this school: \$120,666.00

Total of federal, state, and/or local funds for this school: \$120,666.00

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	41,648.00
LCFF - Supplemental	79,018.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	48,340.00
2000-2999: Classified Personnel Salaries	22,986.00
3000-3999: Employee Benefits	1,000.00
4000-4999: Books And Supplies	47,440.00
5000-5999: Services And Other Operating Expenditures	800.00
5900: Communications	100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	7,840.00
2000-2999: Classified Personnel Salaries	LCFF - Base	12,786.00
4000-4999: Books And Supplies	LCFF - Base	20,222.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	800.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,200.00
3000-3999: Employee Benefits	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	27,218.00
5900: Communications	LCFF - Supplemental	100.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
78,524.00
22,142.00
18,400.00
1,600.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Julianne Ettinger	Principal
Corinna Brewster	Classroom Teacher
Dona Miller	Classroom Teacher
Daryl Santos	Classroom Teacher
Gisselle Ortiz	Other School Staff
Amy Dudich	Parent or Community Member
Ashley Modiano	Parent or Community Member
Jenny Xa	Parent or Community Member
Luciano Cid	Parent or Community Member
Mary Madracki	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

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 04/2/2026.

Attested:



Principal, Julianne Ettinger on 04/2/2026



SSC Chairperson, Amy Dudich on 04/2/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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