



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Indian Hills Elementary School	33 67090 6105837	04/29/2025	June 24, 2025

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 Indian Hills Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 4
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 21
 - Academic Engagement 26
 - Conditions & Climate..... 28
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1 30
 - Goal 2..... 38
 - Goal 3..... 43
- Budget Summary 48
 - Budget Summary 48
 - Other Federal, State, and Local Funds 48
- Budgeted Funds and Expenditures in this Plan 49
 - Funds Budgeted to the School by Funding Source..... 49
 - Expenditures by Funding Source 49
 - Expenditures by Budget Reference 49
 - Expenditures by Budget Reference and Funding Source 49
 - Expenditures by Goal 50
- School Site Council Membership 51
- Recommendations and Assurances 52
- Instructions..... 53
- Appendix A: Plan Requirements 60
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 63
- Appendix C: Select State and Federal Programs 66

Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in English learner progress as indicated by the English Learner Progress Indicator, and students with disabilities demonstrated higher chronic absenteeism rates than their peers. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support implementing English language learner strategies and interventions for support. English Learners will receive daily designated and integrated ELD, supported by Quality Teaching for English Learners (QTEL) instructional strategies. The BLT will provide additional assistance to EL students (newcomers and level 1), and English learners will be encouraged to attend Extended Learning Opportunities (ELO) provided by teachers after school (1.2F) Professional development was implemented to help teachers implement high standards for academic achievement. Professional development is focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Indian Hills 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

Stakeholder involvement in the development of the SPSA is an annual, ongoing process and is obtained in the following ways:

Advisory Councils: The School Site Council (SSC) and English Language Advisory Committee (ELAC) are involved throughout the school year in monitoring the implementation of the school plan and providing input for action items to assist the school in meeting identified school goals. We have a parent representative who attends District English Language Advisory Council meetings and brings information back to our ELAC. A parent ELAC board member participated at the California Association for Bilingual Education conference and brought information to share at ELAC.

Educational Partners, Community, and Parents: Feedback is obtained throughout the school year through LCAP surveys to identify needs in safety, instruction, parent involvement, and student engagement. In addition, parent input is solicited at the Title I Parent meeting and Coffee with the Principal. Educational partners, community members, and parents receive communication through our school website, social media pages, and Parent Square platform. Our Classified Ambassador assists with communicating community and parent input by participating in our SSC and ELAC.

Students: Student input is received through Panorama perception surveys and the Healthy Kids survey.

Staff: Classified and teaching staff are involved throughout the school year at staff and leadership meetings. We have staff representatives who serve in the Instructional Council and District Advisory Council and bring information back to our SSC. In addition, staff feedback is obtained through Panorama and LCAP surveys. There are also consultations with district administration, SBCP meetings, and principal meetings.

Resource Inequities

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

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

Indian Hills Elementary has one student group for ATSI designation: Students With Disabilities. These students have been identified due to their high chronic absenteeism rate (27.7%).

If Indian Hills were to receive additional fiscal resources, the following priorities would be emphasized:

1. Increased incentives and opportunities to promote positive attendance habits.
2. Providing additional professional development for teachers to enhance their proficiency in evidenced-based teaching strategies specifically tailored for students with disabilities.
3. Provide release time for general education and special education teachers to collaborate on implementing accommodations, modifications, and supports for students with disabilities.
4. Conducting ongoing parent workshops to engage families of students with disabilities further.
5. Providing supplemental transportation options.

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.

Indian Hills was in the red (very low) category on the English Learner Progress Indicator (ELPI) and in the orange (high) category for all students in English Language Arts and Mathematics. Indian Hills also scored in the Orange (high) category for suspension rate.

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.

In the area of chronic absenteeism, our students with disabilities scored in the red (very high). English Learners, Hispanic, and socioeconomically disadvantaged student subgroups were in the orange category for English Language Arts. Students in the Hispanic subgroup scored in the orange category for Mathematics. For suspensions, all student subgroups scored within the orange category.

Other Needs

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

Winter 24/25 NWEA MATH data for elementary students show that 49% of students are scoring within the average to high achievement categories, and 56% of students are showing growth within the average to high achievement categories. The percentage of students scoring average to high by grade level is as follows: Grade 1 67%, Grade 2 68%, Grade 3 34%, Grade 4 37%, Grade 5 59%, and Grade 6 35%.

Winter 24/25 NWEA Reading data for elementary students show that 53% of students are scoring within the average to high achievement categories, and 45% of students are showing growth within the average to high achievement categories. Percentage of students scoring average to high by grade levels: Grade 1 66%, Grade 2 59%, Grade 3 42%, Grade 4 44%, Grade 5 74%, and Grade 6 36%.

To address the need for improvement in the English Learner Progress Indicator, Indian Hills will specifically monitor English learners using NWEA benchmark data. In addition, teachers will continue to support English learners using Quality Teaching for English Learners (QTEL) strategies. Indian Hills will closely monitor all student groups in chronic absenteeism data, with an emphasis on identifying and monitoring students with disabilities.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Indian Hills 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0%	0%	1	0	0
African American	2.91%	3.92%	4.52%	14	18	20
Asian	2.70%	3.05%	2.94%	13	14	13
Filipino	1.04%	1.09%	1.58%	5	5	7
Hispanic/Latino	75.26%	75.82%	75.57%	362	348	334
Pacific Islander	0%	0%	0%	0	0	0
White	15.18%	13.51%	13.12%	73	62	58
Multiple/No Response	0.21%	0.44%	0.45%	1	2	2
Total Enrollment				481	459	442

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			16
Kindergarten	82	73	59
Grade 1	56	73	55
Grade 2	51	57	73
Grade 3	66	53	57
Grade 4	60	61	52
Grade 5	79	59	67
Grade 6	87	83	63
Total Enrollment	481	459	442

Conclusions based on this data:

1. Indian Hills has experienced a decrease in enrollment each year since the 21-22 school year.
2. Second, third, and fifth grades have seen slight increase in enrollment for the 23-24 school year, while kindergarten, first, fourth, and sixth grades have seen decrease in enrollment.

3. Indian Hills has observed a slight increase in African American students, and a slight decline in Hispanic/Latino and White students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	90	88	92	16.1%	18.7%	20.8%
Fluent English Proficient (FEP)	49	43	37	12.6%	10.2%	8.4%
Reclassified Fluent English Proficient (RFEP)	8	8	8	9%	9%	8.7%

Conclusions based on this data:

1. The percentage of English Learners has increased each year since the 21-22 school year.
2. The percentage of students designated as Fluent English Proficient has decreased each year since the 21-22 school year.
3. The percentage of students designated as Reclassified Fluent English Proficient has remained statistically consistent for the past 3 school years.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	51	56	66	50	56	66	50	56	100.0	98.0	100
Grade 4	61	64	50	61	63	49	61	63	49	100.0	98.4	98
Grade 5	79	60	65	79	60	63	79	60	63	100.0	100.0	96.9
Grade 6	89	83	62	88	83	60	88	83	60	98.9	100.0	96.8
All Grades	295	258	233	294	256	228	294	256	228	99.7	99.2	97.9

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2377.	2421.	2381.	7.58	28.00	12.50	13.64	22.00	10.71	36.36	22.00	32.14	42.42	28.00	44.64
Grade 4	2448.	2425.	2459.	16.39	7.94	18.37	22.95	23.81	30.61	24.59	23.81	20.41	36.07	44.44	30.61
Grade 5	2455.	2473.	2439.	8.86	10.00	3.17	18.99	26.67	17.46	27.85	23.33	30.16	44.30	40.00	49.21
Grade 6	2494.	2510.	2505.	2.27	12.05	10.00	35.23	30.12	28.33	30.68	27.71	31.67	31.82	30.12	30.00
All Grades	N/A	N/A	N/A	8.16	13.67	10.53	23.47	26.17	21.49	29.93	24.61	28.95	38.44	35.55	39.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.09	22.00	7.14	63.64	60.00	62.50	27.27	18.00	30.36
Grade 4	11.48	11.11	12.24	67.21	63.49	75.51	21.31	25.40	12.24
Grade 5	10.13	10.00	3.17	60.76	65.00	66.67	29.11	25.00	30.16
Grade 6	6.82	14.46	13.33	57.95	51.81	51.67	35.23	33.73	35.00
All Grades	9.18	14.06	8.77	61.90	59.38	63.60	28.91	26.56	27.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.61	24.00	7.14	48.48	56.00	57.14	40.91	20.00	35.71
Grade 4	6.56	4.76	16.33	67.21	50.79	59.18	26.23	44.44	24.49
Grade 5	11.39	10.00	6.35	51.90	61.67	52.38	36.71	28.33	41.27
Grade 6	15.91	13.25	10.00	51.14	53.01	65.00	32.95	33.73	25.00
All Grades	11.56	12.50	9.65	54.08	55.08	58.33	34.35	32.42	32.02

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.55	6.00	7.14	65.15	82.00	64.29	30.30	12.00	28.57
Grade 4	6.56	7.94	10.20	80.33	76.19	67.35	13.11	15.87	22.45
Grade 5	3.80	13.33	6.35	79.75	71.67	76.19	16.46	15.00	17.46
Grade 6	7.95	10.84	16.67	72.73	72.29	68.33	19.32	16.87	15.00
All Grades	5.78	9.77	10.09	74.49	75.00	69.30	19.73	15.23	20.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.06	8.00	7.14	65.15	70.00	67.86	28.79	22.00	25.00
Grade 4	19.67	7.94	12.24	63.93	73.02	73.47	16.39	19.05	14.29
Grade 5	11.39	6.67	3.17	51.90	70.00	66.67	36.71	23.33	30.16
Grade 6	11.36	14.46	15.00	69.32	63.86	70.00	19.32	21.69	15.00
All Grades	11.90	9.77	9.21	62.59	68.75	69.30	25.51	21.48	21.49

Conclusions based on this data:

1. There was increase in students that scored nearly met (28.95%) in the 23-24 school year in comparison to the 22-23 school year (24.61%).
2. The listening domain saw an increase in students (10.99%) that scored above standard, while other domains saw slight declines.

3. All domains, except for listening, saw an increase in percentage of students scoring at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	51	56	66	51	56	66	51	56	100.0	100.0	100
Grade 4	61	64	50	61	64	49	61	64	49	100.0	100.0	98
Grade 5	79	60	65	79	60	64	79	60	64	100.0	100.0	98.5
Grade 6	89	83	62	89	83	61	89	83	61	100.0	100.0	98.4
All Grades	295	258	233	295	258	230	295	258	230	100.0	100.0	98.7

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2393.	2416.	2381.	6.06	15.69	3.57	18.18	23.53	17.86	39.39	27.45	35.71	36.36	33.33	42.86
Grade 4	2441.	2431.	2473.	6.56	7.81	8.16	14.75	17.19	34.69	49.18	34.38	42.86	29.51	40.63	14.29
Grade 5	2428.	2466.	2454.	1.27	8.33	4.69	10.13	11.67	12.50	27.85	35.00	29.69	60.76	45.00	53.13
Grade 6	2486.	2475.	2479.	10.11	9.64	9.84	20.22	16.87	14.75	26.97	31.33	26.23	42.70	42.17	49.18
All Grades	N/A	N/A	N/A	6.10	10.08	6.52	15.93	17.05	19.13	34.58	32.17	33.04	43.39	40.70	41.30

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.61	15.69	5.36	53.03	49.02	48.21	36.36	35.29	46.43
Grade 4	8.20	7.81	10.20	59.02	56.25	69.39	32.79	35.94	20.41
Grade 5	3.80	3.33	3.13	40.51	61.67	53.13	55.70	35.00	43.75
Grade 6	4.49	9.64	9.84	48.31	49.40	52.46	47.19	40.96	37.70
All Grades	6.44	8.91	6.96	49.49	53.88	55.22	44.07	37.21	37.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.55	13.73	1.79	65.15	66.67	64.29	30.30	19.61	33.93
Grade 4	6.56	10.94	10.20	59.02	48.44	73.47	34.43	40.63	16.33
Grade 5	0.00	8.33	3.13	63.29	63.33	59.38	36.71	28.33	37.50
Grade 6	11.24	10.84	8.20	52.81	54.22	45.90	35.96	34.94	45.90
All Grades	5.76	10.85	5.65	59.66	57.36	60.00	34.58	31.78	34.35

Conclusions based on this data:

1. There was an increase of percentage of students that scored standard met or standard nearly met for the 23-24 school year in comparison to the 22-23 school year.
2. There was an increase of percentage of students scoring At or Near Standard for the Communicating Reasoning and Problem Solving domains, in comparison to the 22-23 school year.
3. There was a slight decline (98.7%) of students tested in the 23-24 school year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1434.1	1417.7	1428.1	1435.6	1425.0	1435.0	1430.1	1400.7	1412.1	20	22	21
1	1459.6	1435.3	1435.8	1464.3	1466.7	1450.9	1454.3	1403.8	1420.4	12	12	12
2	*	1488.9	1458.3	*	1488.5	1459.9	*	1488.7	1456.5	9	11	12
3	1482.1	*	*	1474.8	*	*	1488.8	*	*	12	8	10
4	*	1496.1	*	*	1510.8	*	*	1480.9	*	8	11	6
5	*	*	1492.7	*	*	1488.4	*	*	1496.5	10	10	13
6	1515.9	*	1515.8	1510.2	*	1512.8	1521.1	*	1518.5	15	10	11
All Grades										86	84	85

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	18.18	19.05	35.00	22.73	38.10	35.00	31.82	19.05	10.00	27.27	23.81	20	22	21
1	8.33	8.33	0.00	41.67	33.33	33.33	41.67	33.33	50.00	8.33	25.00	16.67	12	12	12
2	*	9.09	0.00	*	63.64	58.33	*	18.18	25.00	*	9.09	16.67	*	11	12
3	8.33	*	*	33.33	*	*	33.33	*	*	25.00	*	*	12	*	*
4	*	18.18	*	*	27.27	*	*	27.27	*	*	27.27	*	*	11	*
5	*	*	7.69	*	*	23.08	*	*	30.77	*	*	38.46	*	*	13
6	13.33	*	0.00	33.33	*	63.64	33.33	*	18.18	20.00	*	18.18	15	*	11
All Grades	11.63	11.90	7.06	38.37	36.90	45.88	39.53	34.52	27.06	10.47	16.67	20.00	86	84	85

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	22.73	23.81	40.00	27.27	38.10	30.00	22.73	19.05	10.00	27.27	19.05	20	22	21
1	8.33	16.67	8.33	58.33	50.00	58.33	33.33	16.67	16.67	0.00	16.67	16.67	12	12	12
2	*	27.27	16.67	*	54.55	41.67	*	18.18	25.00	*	0.00	16.67	*	11	12
3	16.67	*	*	50.00	*	*	8.33	*	*	25.00	*	*	12	*	*
4	*	36.36	*	*	36.36	*	*	9.09	*	*	18.18	*	*	11	*
5	*	*	30.77	*	*	15.38	*	*	30.77	*	*	23.08	*	*	13
6	40.00	*	36.36	26.67	*	45.45	20.00	*	0.00	13.33	*	18.18	15	*	11
All Grades	22.09	26.19	25.88	45.35	44.05	38.82	24.42	16.67	18.82	8.14	13.10	16.47	86	84	85

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	9.09	14.29	25.00	13.64	33.33	40.00	50.00	28.57	20.00	27.27	23.81	20	22	21
1	25.00	0.00	0.00	25.00	33.33	8.33	25.00	16.67	50.00	25.00	50.00	41.67	12	12	12
2	*	9.09	0.00	*	45.45	41.67	*	36.36	33.33	*	9.09	25.00	*	11	12
3	8.33	*	*	25.00	*	*	33.33	*	*	33.33	*	*	12	*	*
4	*	0.00	*	*	18.18	*	*	18.18	*	*	63.64	*	*	11	*
5	*	*	7.69	*	*	0.00	*	*	46.15	*	*	46.15	*	*	13
6	0.00	*	0.00	26.67	*	27.27	46.67	*	54.55	26.67	*	18.18	15	*	11
All Grades	9.30	3.57	4.71	26.74	21.43	29.41	39.53	42.86	38.82	24.42	32.14	27.06	86	84	85

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	22.73	14.29	60.00	50.00	66.67	10.00	27.27	19.05	20	22	21
1	16.67	33.33	33.33	83.33	58.33	58.33	0.00	8.33	8.33	12	12	12
2	*	27.27	8.33	*	54.55	75.00	*	18.18	16.67	*	11	12
3	33.33	*	*	41.67	*	*	25.00	*	*	12	*	*
4	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
5	*	*	7.69	*	*	53.85	*	*	38.46	*	*	13
6	26.67	*	9.09	60.00	*	81.82	13.33	*	9.09	15	*	11
All Grades	26.74	19.05	15.29	65.12	60.71	65.88	8.14	20.24	18.82	86	84	85

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	22.73	38.10	70.00	50.00	42.86	15.00	27.27	19.05	20	22	21
1	16.67	16.67	8.33	83.33	66.67	75.00	0.00	16.67	16.67	12	12	12
2	*	54.55	25.00	*	45.45	66.67	*	0.00	8.33	*	11	12
3	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*
4	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*
5	*	*	38.46	*	*	38.46	*	*	23.08	*	*	13
6	33.33	*	72.73	46.67	*	9.09	20.00	*	18.18	15	*	11
All Grades	26.74	39.29	38.82	63.95	47.62	45.88	9.30	13.10	15.29	86	84	85

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	9.09	14.29	65.00	77.27	66.67	15.00	13.64	19.05	20	22	21
1	33.33	0.00	0.00	25.00	41.67	66.67	41.67	58.33	33.33	12	12	12
2	*	27.27	0.00	*	54.55	66.67	*	18.18	33.33	*	11	12
3	8.33	*	*	50.00	*	*	41.67	*	*	12	*	*
4	*	0.00	*	*	45.45	*	*	54.55	*	*	11	*
5	*	*	7.69	*	*	46.15	*	*	46.15	*	*	13
6	0.00	*	0.00	46.67	*	54.55	53.33	*	45.45	15	*	11
All Grades	11.63	5.95	5.88	53.49	59.52	61.18	34.88	34.52	32.94	86	84	85

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.00	22.73	42.86	45.00	40.91	28.57	20.00	36.36	28.57	20	22	21
1	16.67	8.33	0.00	75.00	58.33	66.67	8.33	33.33	33.33	12	12	12
2	*	27.27	25.00	*	63.64	50.00	*	9.09	25.00	*	11	12
3	8.33	*	*	91.67	*	*	0.00	*	*	12	*	*
4	*	18.18	*	*	36.36	*	*	45.45	*	*	11	*
5	*	*	0.00	*	*	69.23	*	*	30.77	*	*	13
6	13.33	*	9.09	80.00	*	81.82	6.67	*	9.09	15	*	11
All Grades	15.12	13.10	17.65	77.91	64.29	60.00	6.98	22.62	22.35	86	84	85

Conclusions based on this data:

1. There was an increase in percentage of students scoring "well developed" in the writing domain for the 23-24 school year in comparison to the 22-23 school year (13/10%).

2. There was an increase in students scoring Level 3 Overall (45.88%) in comparison to the 22-23 school year. (36.90%).
3. The Reading Domain had the largest percentage of students scoring within the "beginning range" (32.94%).

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
442	76.5%	20.8%	0.7%
Total Number of Students enrolled in Indian Hills 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	20.8%
Foster Youth	3	0.7%
Homeless	2	0.5%
Socioeconomically Disadvantaged	338	76.5%
Students with Disabilities	30	6.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	4.5%
American Indian	0	0.0%
Asian	13	2.9%
Filipino	7	1.6%
Hispanic	334	75.6%
Two or More Races	2	0.5%
Pacific Islander	0	0.0%
White	58	13.1%

Conclusions based on this data:

1. Socioeconomically Disadvantaged is the largest student group represented at Indian Hills.

2. Hispanic is Indian Hill's largest enrollment ethnicity.
3. English Learners make up 20.8% of the total enrollment at Indian Hills.

School and Student Performance Data

Overall Performance

The 2024 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."



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- English Language Arts and Mathematics received the "orange" status.
- English Learner Progress was the lowest scoring area by receiving the "red" status.
- Chronic absenteeism received the "yellow" status.

School and Student Performance Data

Academic Performance English Language Arts

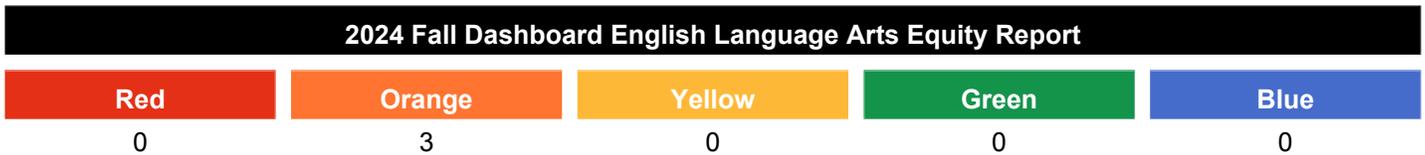
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>39.4 points below standard</p> <p>Declined 14.3 points</p> <p>226 Students</p>	<p>English Learners</p> <p>Orange</p> <p>59.4 points below standard</p> <p>Declined 5.4 points</p> <p>53 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>46.1 points below standard</p> <p>Declined 7.7 points</p> <p>178 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>102.0 points below standard</p> <p>Declined 25.8 points</p> <p>23 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>68.8 points below standard</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>47.8 points below standard</p> <p>Declined 17.8 points</p> <p>165 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>17.4 points below standard</p> <p>Maintained 0.8 points</p> <p>29 Students</p>

Conclusions based on this data:

1. All student groups scored within the "orange" range.
2. The students with disabilities subgroup showed the greatest decline in points below standard (102.0 points below standard).
3. The white subgroup is the only subgroup that maintained performance.

School and Student Performance Data

Academic Performance Mathematics

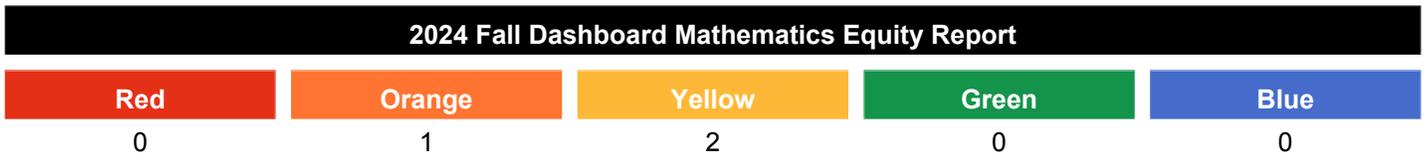
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>55.2 points below standard</p> <p>Maintained 1.3 points</p> <p>226 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>71.1 points below standard</p> <p>Increased 13.1 points</p> <p>53 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>62.4 points below standard</p> <p>Increased 3.6 points</p> <p>178 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>103.7 points below standard</p> <p>Maintained 0.3 points</p> <p>23 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>57.5 points below standard</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>65.1 points below standard</p> <p>Declined 3.4 points</p> <p>165 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>23.1 points below standard</p> <p>Increased 8.7 points</p> <p>29 Students</p>

Conclusions based on this data:

1. The English learner, socioeconomically disadvantaged, and white subgroups increased in achievement.
2. All students, and students with disabilities maintained performance.
3. The Hispanic subgroups showed a decline in performance. .

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 34.5% making progress. Number Students: 58 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 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
24.1%	41.4%	1.7%	32.8%

Conclusions based on this data:

1. Overall, Indian Hills scored within the red range for English Learner Progress.
2. 41.4% of English Language Learners maintained their previous ELPI level.
3. 32.8% of English Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>21.7% Chronically Absent</p> <p>Declined 8.5</p> <p>460 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined 19.4</p> <p>96 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>24.1% Chronically Absent</p> <p>Declined 10.4</p> <p>361 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>27.7% Chronically Absent</p> <p>Increased 2.1</p> <p>47 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>38.1% Chronically Absent</p> <p>Declined 7.4</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>7.1% Chronically Absent</p> <p>Declined 7.1</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>20.3% Chronically Absent</p> <p>Declined 9.5</p> <p>344 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>28.6% Chronically Absent</p> <p>Declined 4.3</p> <p>63 Students</p>

Conclusions based on this data:

1. All subgroups, except students with disabilities, showed a decline in chronic absenteeism.
2. Students with Disabilities showed an increase in chronic absenteeism (27.7%) and scored within the red range.
3. The white subgroup scored within the orange category for chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

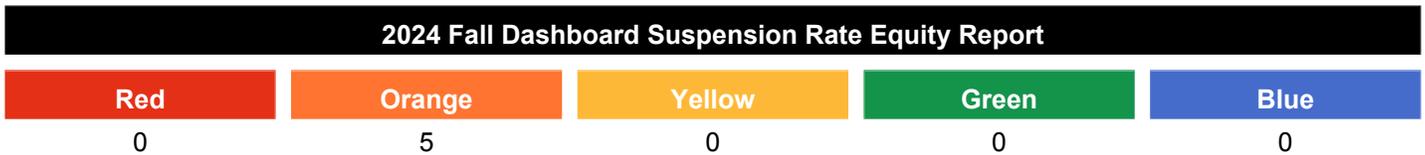
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.3%</p> <p>468 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>100 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.7%</p> <p>368 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.2% suspended at least one day</p> <p>Increased 4.2%</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>9.5% suspended at least one day</p> <p>Increased 9.5%</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 0.6%</p> <p>351 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 3.2%</p> <p>63 Students</p>

Conclusions based on this data:

1. Overall, Indian Hills scored within the Orange range for suspensions.
2. All student subgroups scored within the orange categories.
3. All subgroups, except Asian, saw an increase in suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

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

Indian Hills was in the red (very low) category on the English Learner Progress Indicator (ELPI). There were no red student groups in the areas of CAASPP ELA and CAASPP Math. To address the need for improvement in the English Learner Progress Indicator, Indian Hills will specifically monitor English learners using NWEA benchmark data. In addition, teachers will continue to support English learners using Quality Teaching for English Learners (QTEL) strategies.

2023-2024 state testing data: 32.02% of students met or exceeded standards in English language arts (ELA), which is a 7.82% decrease from the 2022-2023 school year. 25.65% of students met or exceeded standards in math, which is a 1.48% decrease from the 2022-2023 school year. California School Dashboard reports that Indian Hills declined 14.3 points (orange) in ELA and maintained at -1.3 points (orange) in mathematics. According to the English Learner Performance Indicator, 34.5% of English Learners (ELs) are progressing toward English language proficiency. English learners scored in the red due to a decline of 3.9%.

In response to the data, Indian Hills will need to continue supporting all students with reading and math instruction, emphasizing English learners and students with disabilities. Continuing professional development opportunities and grade-level release days will be needed for teachers to plan and implement research-based practices. Professional development and grade-level release days are focused on math instruction, literacy, English language development, and collaboration with the special education teacher. Continuing professional development to support English learners will be a priority. Reading and math intervention support is provided for students based on academic needs. The Intervention teacher reviews Northwest Evaluation Association (NWEA) reading and math data with grade levels and supports creating small groups and focus areas. Bilingual language tutor (BLT) support is offered to newcomers and English language level one proficiency students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -39.4 English Learners: -59.4 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -46.1 Students with Disabilities: -102 African American: -68.8 Asian: NA Filipino: NA Hispanic: -47.8 Native Hawaiian or Pacific Islander: NA White: -17.4 Two or More Races: NA	All Students: -36.4 English Learners: -56.4 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -43.1 Students with Disabilities: -99 African American: -65.8 Asian: NA Filipino: NA Hispanic: -44.8 Native Hawaiian or Pacific Islander: NA White: -14.4 Two or More Races: NA
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -55.2 English Learners: -71.1 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -62.4 Students with Disabilities: -103.7 African American: -57.5 Asian: NA Filipino: NA Hispanic: -65.1 Native Hawaiian or Pacific Islander: NA White: -23.1 Two or More Races: NA	All Students: -52.2 English Learners: -68.1 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -59.4 Students with Disabilities: -100.7 African American: -54.5 Asian: NA Filipino: NA Hispanic: -62.1 Native Hawaiian or Pacific Islander: NA White: -20.1 Two or More Races: NA
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 34.5% Status Level: Red (very low)	Current Percentage of English Learners making progress: 45.0% Status Level: orange (low)
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 5.32%	Percentage of English Learners Reclassified: 10%
P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 43% All Grades (EL): 23% All Grades (Students with Disabilities): 16% Grade 1: 55% Grade 2: 48% Grade 3: 26% Grade 4: 37% Grade 5: 55% Grade 6: 29%	Achievement Percentile: All Grades: 49% All Grades (EL): 28% All Grades (Students with Disabilities): 21% Grade 1: 60% Grade 2: 53% Grade 3: 31% Grade 4: 42% Grade 5: 60% Grade 6: 34%
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 39% All Grades (EL): 26%	Achievement Percentile: All Grades: 44% All Grades (EL): 31%

	All Grades (Students with Disabilities): 13% Grade 1: 51% Grade 2: 56% Grade 3: 28% Grade 4: 33% Grade 5: 48% Grade 6: 32%	All Grades (Students with Disabilities): 18% Grade 1: 56% Grade 2: 61% Grade 3: 33% Grade 4: 28% Grade 5: 53% Grade 6: 37%
--	---	---

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation</p> <p>1.1A. Teachers will engage in professional development sessions focused on implementing ELA, Math, and Science common core state standards across the curriculum. The training will emphasize second language acquisition and development (ELD), culturally responsive teaching, and the English Learner roadmap. The Educator Learning Center (ELC), the district's virtual professional development platform, offers tailored sessions for classroom teachers and paraprofessionals, covering ELD instruction and strategies for English Learners.</p> <p>1.1B. Teachers will use assessment tools such as NWEA, running records, formative and summative assessments, and teacher observations to monitor student progress and tailor daily instruction accordingly.</p> <p>1.1C. The Media Clerk (EMCC) will oversee the availability of materials for teachers to implement grade-level common core standards. Additionally, the EMCC will offer technology support with Chromebooks, software assistance, Second Step and digital citizenship implementation, and oversight of the Makerspace. The EMCC will also maintain the school website and social media platforms to inform parents of school activities.</p> <p>1.1D. A bilingual language tutor (BLT) will provide classroom support to English Learners and special education students through guided reading, utilizing leveled reading books and resources. Focusing on students with minimal English proficiency (levels 1 and 2), the BLT's assistance aims to facilitate access to the core curriculum in both ELAA and Math.</p> <p>1.1E. Teachers will receive supplementary materials and resources to support all students, including English learners, GATE-identified, and students with disabilities, in learning ELA, ELD, math, and science curriculum These resources</p>	All Students, English learners, students with disabilities, GATE classified students.	<p>250.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified, Hourly Extra hours to disseminate materials, additional support in the classroom</p> <p>633.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Certificated, Hourly Extra hours data analysis, professional development, IEP meetings, parent meetings.</p> <p>550.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute, Teacher Substitute time for supplemental grade level or teacher release time, IEPs, teacher PD, parent conferences, SST meetings, ELD, and science</p> <p>400.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies Gap CCSS materials ELA/ELD, Math, Science</p> <p>92,053 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries</p>

<p>include but are not limited to copy machines, printing, novels, leveled readers, manipulatives, software, and informational texts.</p> <p>1.1F. Using NWEA data for assessment, classroom teachers will collaborate with the Intervention teacher to address the needs of students struggling in ELA or Math. The Intervention Teacher will provide early literacy intervention for students not at grade level in reading fluency and phonemic awareness. Utilizing Universal Lesson Design, teachers will plan and implement instructional strategies catering to all students, including those with disabilities and English learners, in an inclusive setting. The Intervention Teacher will also work with classroom teachers to identify students needing additional math support.</p> <p>1.1G. A Multi-Tiered System of Support (MTSS) will be implemented, modifying services for students with disabilities within an inclusive intervention model. This includes targeted small group instruction in the general education classroom, focusing on guided reading and differentiated independent practice activities. During IEP meetings, priority will be given to discussions on assisting students in accessing the core curriculum through the inclusion model, with possible extended learning opportunities tailored for students with disabilities and English learners. General Education teachers will provide additional support to ensure more effective inclusion practices for students with disabilities. The Education Specialist will offer professional development and model inclusion practices in classrooms to enhance access to the core curriculum for students with disabilities.</p> <p>1.1H. The GATE facilitator will supply teachers with resources for GATE clusters, focusing on topics extending from the classroom or aligning with common core standards in ELA, Math, Science, and Social Studies.</p> <p>1.1 I GATE students will participate in extended learning opportunities, including enriched activities, assemblies, and fieldtrips, to promote academic success and rigor.</p> <p>1.1J. The school will communicate board policies and Universal Transitional Kindergarten program requirements to parents, providing registration information. Pre-school transitional meetings will be conducted for students entering TK/K with an IEP, and preschool teachers will liaise with TK/kinder teachers to ensure a seamless transition. Registration information for preschool will be made available in the front office.</p> <p>1.1K This Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers</p>		<p>Media Clerk Salary (1.0) (8 hours)</p> <p>24,590 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary (1.0) (3 hours)</p> <p>550.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplemental materials and supplies</p> <p>170.00 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies to support EL instruction</p> <p>400.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies to support ELA, Math, Science, and Social studies including technology</p> <p>1,500.00 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Printing, Supplemental student materials</p>
---	--	---

	entering kindergarten, with strategies such as joint activities between preschool and kindergarten classes to bridge the gap between early childhood education and elementary school.		
1.2	<p>Staff Development/Collaboration</p> <p>1.2A. The school will facilitate and support teacher grade-level collaboration meetings for teachers to plan and discuss lesson delivery based on curriculum-embedded assessment data in ELA and math. The principal will monitor these planning sessions to ensure the utilization of best practices and data-driven instruction through classroom walk-throughs and collaboration meeting minutes.</p> <p>1.2B. Release time will be allocated for the education specialist to collaborate with general education teachers on inclusion and addressing the needs of students with disabilities. This includes planning various instructional models and attending IEP meetings, professional development, transitional meetings, and parent conferences. Additionally, release time will be provided for the Intervention Teacher to collaborate with general education teachers and education specialists on best practices in ELA and Math.</p> <p>1.2C. Teachers will engage in ongoing staff development focused on effective teaching strategies for all students during ELD, strategic intervention support, and CCSS implementation in ELA, Math, and science. Sessions on effective teaching strategies for diverse learners, including ELs, SWD, and GATE students are available on the Educator Learning Center (ELC), the district's virtual professional development platform.</p> <p>1.2D. The Intervention Teacher will participate in staff development focused on primary interventions and student monitoring, including administering the NWEA to identify students in need of intervention in ELA and/or math. They will continue to provide early literacy, and primary and intensive intervention support, as well as additional math support to struggling students.</p> <p>1.2E. Teachers will continue professional development on ELD standards, emphasizing integrated vs. designated ELD instruction. Collaboration will persist on strategies for increasing language acquisition for English learners, utilizing NWEA data to monitor EL progress, ELPAC, and CAASPP results for standards-based planning. Additionally, teacher collaboration on minimum days will focus on cohesive program instruction, student achievement in language acquisition, and reading/language arts.</p> <p>1.2F. English Learners will receive daily designated and integrated ELD, supported by Quality Teaching for English Learners (QTEL)</p>	All Students	<p>1,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion, IEP meetings, observations</p> <p>2616.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies, supplemental literacy and intervention support</p> <p>750.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies, meeting materials, copying, laminating, poster maker</p> <p>3,500.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute, Teacher, supplemental collaboration support for monitoring instruction and intervention, release time for teachers to plan instruction for inclusion and staff development</p> <p>365.00 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Certificated, Hourly, ELD Collaboration Support</p>

	<p>instructional strategies. The BLT will provide additional assistance to EL students (levels 1 and 2), and English learners will be encouraged to attend Extended Learning Opportunities (ELO) provided by teachers after school.</p> <p>1.2G. Staff development will be provided on the Next Generation Science Standards (NGSS) and the new science adoption TWIG. Release time will facilitate lesson planning aligned with these standards. with teachers given the option to incorporate science notebooks into their instruction.</p> <p>1.2H. The technology facilitator will offer staff development on various topics such as GAFE, Common Sense Media, PEAR, Q communication, Second Step, Canvas, and Digital Citizenship. A technology plan will be developed by the site committee will be implemented. Teachers may utilize the Educator Learning Center (ELC), the district's virtual professional development platform, for sessions on effective classroom technology integration.</p>		
<p>1.3</p>	<p>Intensive Intervention</p> <p>1.3A. Students in grades 1st through 6th who are below grade level in reading will receive guided reading intervention during their ELA reading block, facilitated by the classroom and/or intervention teacher. Guided reading materials purchased by the district as part of the adopted reading program will be utilized. NWEA assessments will track ELA and math progress, with the Intervention Teacher supporting small group instruction for students at risk of not meeting grade-level standards in ELA or Math, inclusive of students with disabilities.</p> <p>1.3B. All 1st through 6th-grade students in need of reading intervention will participate predominantly in an inclusion model. Differentiated small-group instruction, including guided reading, will ensure access to cross-curricular integration opportunities. Training in reading strategies and progress monitoring tools will be provided to all relevant staff, including teachers, intervention teachers, education specialists, and paraprofessionals. Additional resources will support ELA instruction across grade levels.</p> <p>1.3C. The Intervention Teacher will continue to engage in staff development focused on intervention strategies, NWEA assessments, Panorama, and ELD strategies.</p> <p>1.3D. Upgrades, computer replacements, and N-Computing system purchases will be provided to teachers on a computer enhancement and replacement cycle. Necessary equipment will be procured to align with CCSS-aligned tools for students, teachers, and staff.</p>	<p>All Students</p>	<p>1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies to support intervention in ELA and Math</p> <p>1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies to support literacy and supplemental materials</p> <p>22,004 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>91,685 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>69,680 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p>

	<p>1.3E. Supplementary resources will be purchased to meet grade-level standards' rigor and diverse student needs, including those of students with disabilities, GATE, and EL students in inclusion classrooms. All English Learners will have access to the ELD curriculum, resources, and assessments, with regular assessment of progress using NWEA and other formative assessments. Teachers will be equipped with ELA, Math, and ELD instructional materials, supported by professional assistance from publishers and language services staff. Integrated ELD instruction, along with a minimum of 30 minutes of daily designated ELD, will be provided to all English learner students, with coaching and standards implementation support from EL facilitators, BLTs, and Intervention teachers.</p>		<p>6,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contracts (two copy machines)</p> <p>1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies to support ELD, ELA, and Math</p> <p>1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies to supplement ELA, math, science, and social studies</p>
<p>1.4</p>	<p>College and Career Readiness</p> <p>1.4A. Students will receive curriculum-integrated lessons focused on college and career readiness, incorporating growth mindset teachings from Second Step to foster a positive outlook. These lessons will impart organizational skills conducive to college preparedness. Assemblies, field trips, and school events may be included to promote college and career readiness.</p> <p>1.4B Parents will have the opportunity to attend trimester workshops, such as Family Math Night, aimed at promoting college and career readiness. Workshops will be offered in English and Spanish, with childcare services available upon request.</p> <p>1.4C Teachers will engage in meetings or training centered on college and career readiness, emphasizing the integration of student goal-setting and future planning within their lessons.</p>	<p>All Students</p>	<p>1,483.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies to support parent college and career meetings and additional supplies.</p>
<p>1.5</p>	<p>Inclusion</p> <p>1.5A. In our inclusion model, students identified as RSP (Resource Specialist Program) in Kindergarten through 6th grade will be placed in general education as their least restrictive environment. Education specialists will continue to provide instructional support to these students in their general education classrooms. Release time will be allocated for education specialists to collaborate with general education teachers, developing strategies to meet the IEP goals of RSP students. Additionally, education specialists and intervention teachers will coordinate schedules to ensure classroom support is provided effectively. Students with disabilities will be encouraged to participate in extended learning opportunities throughout the school year. The Intervention Teacher will collaborate with the education specialist to include students with disabilities in</p>	<p>Students with Disabilities</p>	<p>1,700.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute, Teacher: Planning time and IEP meetings for special education specialist and general education teachers.</p>

	small group interventions within the classroom, complementing the academic support provided by the education specialist.		
1.6	Preschool Transition to Elementary School This Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers entering kindergarten, with strategies such as joint activities between preschool and kindergarten classes to bridge the gap between early childhood education and elementary school.	Preschool Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Based on NWEA benchmark data, third and fourth-grade students with learning gaps received small-group intervention from the intervention teacher. The Bilingual Language Tutor assisted all newcomers and level 1 English learners. To prepare students for academic achievement, all classroom teachers implemented 30 minutes of reading and math intervention daily. In addition, high-dose tutoring was offered during fall and spring extended learning opportunity sessions. Teachers received grade-level planning days to strategically plan instruction and collaborate in support of students with disabilities. The school partnered with AMPACT tutors to support students with phonological awareness. As a result of academic efforts, improvement in NWEA winter benchmark scores was observed in reading and math in comparison to the 23-24 winter benchmark.

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

Site funds provided incentives and support for academic achievement and attendance goals. Additionally, funds were used to enhance instruction by providing grade-level release days to focus on data review, new curriculum planning, and implementation of professional development strategies. PTA was able to assist with funding more assemblies this year, reducing the cost from the school budget. More money was used this year to support opportunities for Gifted and Talented Education (GATE) enrichment, including a GATE field trip and Saturday School enrichment. This year, we were unable to implement family math and reading nights due to the reduction of intervention teachers from three to one. Intervention teachers plan and implement these family nights. The district funded Extended Learning Opportunities, so less money was used from the school budget to support after-school academic intervention.

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.

For Action 1.1, Indian Hills will continue to implement strategies from Quality Teaching for English Learners (QTEL) professional development schoolwide. The intervention teacher will continue to support both literacy and math intervention, but will reanalyze what grade levels they will focus on based on needs identified by NWEA data. Classroom teachers will continue to support students by offering small group instruction opportunities with targeted focus skills. K-2 teachers will continue with Heggerty implementation, and Indian Hills will begin using SIPPS to support reading intervention in primary grades. Indian Hills will continue to provide lessons that promote a growth mindset, organization, and college readiness. If resources allow, Indian Hills would like to continue with Family Math Nights, writing-themed assemblies, and extended learning opportunities to support special populations based on data.

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.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

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

According to the California Dashboard, Indian Hills had a 21.7% chronic absenteeism rate, which was an 8.5% decrease from the 2022-2023 school year. Students with disabilities scored in the red band, and white students scored in the orange band. Indian Hills has implemented tiered attendance interventions and incentives, including Attendance Spirit Week, sharing attendance information on the weekly principal's message, and weekly/monthly attendance incentives for students with positive attendance. The school attendance team meets monthly to review attendance data and the effectiveness of attendance interventions and incentives. The School Attendance Review Team (SART) meets with families of students who are chronically absent to identify barriers to attendance and provide support. Attendance data is reviewed during parent conferences, Student Study Team (SST), and Individualized Educational Plan (IEP) meetings. According to the California Dashboard, Indian Hills scored in the orange band and had 1.7% of students suspended at least one day. Indian Hills has implemented tiered interventions for schoolwide behavior, social-emotional learning (SEL), implementation of SecondStep lessons, and school-wide strategies (caught being good tickets, positive office referrals, classroom rewards, and daily affirmations on morning announcements). The Behavioral Health Associate (BHA) provides support through counseling services to students on their caseload, walking the hallways, calming corners, and presenting parent workshops. Teachers are prioritizing building student-teacher relationships to begin the implementation of restorative practices. The Multi-Tiered Systems of Support Teacher on Special Assignment provides "check and connect" support for referred students. Indian Hills is beginning PBIS implementation in the 25-26 school year.

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
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 99% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 93.3333% K: 91.8432% 1: 92.7328% 2: 90.7867% 3: 93.75%	TK: 96% K: 96% 1: 96% 2: 96% 3: 96%

	<p>4: 91.6666%</p> <p>5: 93.8596%</p> <p>6: 92.647%</p> <p>Source: Student Information System P-2 report</p>	<p>4: 96%</p> <p>5: 96%</p> <p>6: 96%</p> <p>Source: Student Information System P-2 report</p>
LCFF Priority 5: Chronic Absenteeism Rate	<p>All Students: 21.7%</p> <p>English Learners: 15.6%</p> <p>Long-Term English Learners: NA</p> <p>Foster Youth: NA</p> <p>Homeless: NA</p> <p>Socioeconomically Disadvantaged: 24.1%</p> <p>Students with Disabilities: 27.7%</p> <p>African American: 38.1%</p> <p>Asian: 7.1%</p> <p>Filipino: NA</p> <p>Hispanic: 20.3%</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 28.6%</p> <p>Two or More Races: NA</p> <p>Source: Fall 2024 Dashboard</p>	<p>All Students: 20.2%</p> <p>English Learners: 14.1%</p> <p>Long-Term English Learners: NA</p> <p>Foster Youth: NA</p> <p>Homeless: NA</p> <p>Socioeconomically Disadvantaged: 22.6%</p> <p>Students with Disabilities: 26.2%</p> <p>African American: 36.6%</p> <p>Asian: 5.6%</p> <p>Filipino: NA</p> <p>Hispanic: 18.8</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 27.1</p> <p>Two or More Races: NA</p> <p>Source: Fall 2024 Dashboard</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students: 1.7%</p> <p>English Learners: 2.0%</p> <p>Long-Term English Learners: NA</p> <p>Foster Youth: NA</p> <p>Homeless: NA</p> <p>Socioeconomically Disadvantaged: 2.2%</p> <p>Students with Disabilities: 4.2%</p> <p>African American: 9.5%</p> <p>Asian: 0.0%</p> <p>Filipino: NA</p> <p>Hispanic: 1.1%</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 3.2%</p> <p>Two or More Races: NA</p> <p>Source: Fall 2024 Dashboard</p>	<p>All Students: 0.0%</p> <p>English Learners: 0.0%</p> <p>Long-Term English Learners: NA</p> <p>Foster Youth: NA</p> <p>Homeless: NA</p> <p>Socioeconomically Disadvantaged: 0.0%</p> <p>Students with Disabilities: 0.0%</p> <p>African American: 0.0%</p> <p>Asian: 0.0%</p> <p>Filipino: NA</p> <p>Hispanic: 0.0%</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 0.0%</p> <p>Two or More Races: NA</p> <p>Source: Fall 2024 Dashboard</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: 0.0%</p> <p>Source: Data Quest 2023-24</p>	<p>All Students: 0.0%</p>
LCFF Priority 6: School Climate Survey: School Safety	<p>Percent favorable perceptions of student physical and psychological safety at school</p> <p>54%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable perceptions of student physical and psychological safety at school</p> <p>59%</p> <p>Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Sense of Belonging	<p>Percent favorable of how much students feel they are valued members of the school community.</p> <p>55%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable of how much students feel they are valued members of the school community.</p> <p>60%</p> <p>Source: Panorama Student Survey</p>

LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 73% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 78% Source: Panorama Student Survey
---	---	---

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Safe and Healthy School Environment</p> <p>2.1A. The school will maintain a safe, healthy, and drug-free learning environment through various activities such as Red Ribbon Week, anti-bullying assemblies, digital citizenship, Common Sense Media, Second Step, and health awareness workshops. Teachers and staff will implement a multi-tiered system of support (MTSS), incorporating social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices to address student needs. Students and families will receive support for behavior, safety, and mental health, prioritizing wellness.</p> <p>2.1B. Supervisors will undergo training in conflict resolution and positive reinforcement. They will oversee school events, including those organized by PTA that require additional supervision. Supervisors will also provide childcare during parent training and meetings such as PTA, ELAC, and SSC gatherings.</p> <p>2.1C Activity supervisors will ensure appropriate campus supervision, and enforce the school dress code. and support student SEL needs while enforcing school rules and procedures to maintain a safe environment. They will also assist classrooms and school events as necessary throughout the school year.</p> <p>2.1D. The safety coordinator will update the Safe School Plan, focusing on ensuring each student's physical and emotional safety. The plan, encompassing a safe and nurturing social-emotional learning environment, will be approved by the school site council.</p> <p>2.1E. The health aide will provide necessary health care services, including managing student medications according to doctor's orders. They will communicate with parents regarding immunizations and allergies impacting a student's school environment and education, including attendance.</p>	All Student	<p>550.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Certificated, Hourly: Meetings, parent workshops, organizing 100 Mile Club events, updating the Safe School Plan, parent workshops</p> <p>2550.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks</p> <p>2,500.00 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Classified, Hourly: provide student supervision during 100 Mile Runs, Paw Pride Party, Fall Family Night, and student incentive events</p> <p>53,440 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Salary, Health Care Aide (HCA)(1.0): health aide will provide first aide services to students, maintain health files and communicate with parents in regards to medical concerns.</p>

	<p>2.1F. Monthly fire drills and disaster procedure practices will involve both students and staff to ensure preparedness and safety.</p> <p>2.1G. Staff will revise and distribute the parent/student handbook, including school rules, procedures, and SEL strategies. Information will be disseminated through ParentSquare and the school website.</p> <p>2.1H. The TSA and staff will receive training on promoting a growth mindset, incorporating Second Step materials and positive reinforcement strategies. Discipline communication with parents will occur through various channels, including phone, email, and parent-teacher communication platforms like Class Dojo and Bloomz.</p> <p>2.1I Teachers will utilize Panorama Education to access student SEL survey data and implement targeted strategies for individual student needs. Morning opening activities, such as check-ins, will address students' mental well-being, supplemented by Education Learning Center (ELC) sessions offering evidence-based SEL strategies for all students, including English learners and students with disabilities.</p> <p>2.1 J. Indian Hills will operate the 100 Mile Club, promoting student health and well-being through monitored running activities. Students will develop self-monitoring strategies, with supervisors providing additional supervision during Fun Runs to ensure student safety.</p>		
<p>2.2</p>	<p>Positive Behavior Intervention Support (PBIS)</p> <p>2.2A. The TSA, along with a site committee, will oversee the implementation of the PBIS model's components. Teachers will deliver brief lessons on Growth Mindset using the Second Step curriculum. The TSA will provide staff development and support in planning these lessons. Classroom and school-wide incentives will be provided to reinforce positive behavior.</p> <p>2.2B. Monthly events will be organized to promote good behavior and attendance among students. Participants will receive snacks, prizes, and extra recess time under the supervision of designated staff members.</p> <p>2.2C. The TSA will share discipline data with staff and collaborate on brainstorming school-wide interventions to encourage good citizenship both inside and outside the classroom. Teachers will receive support in implementing effective SEL strategies.</p> <p>2.2D. Teachers and staff will review expectations for the library, Chromebook use, cafeteria,</p>	<p>All Students</p>	<p>1500.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies: student incentives for PAWS, Paw Pride Parties, red ribbon week, attendance incentives, classroom skills posters</p>

	hallways, and playgrounds through biannual discipline assemblies.		
2.3	<p>Attendance and Leadership Support</p> <p>2.3A. Staff will devise and implement attendance incentives, including classroom trophies, smoothies, special lunches, extra recess, snacks, attendance medals, and certificates, to encourage attendance and reduction of tardies.</p> <p>2.3B Students may be referred to the PICO office for behavioral health services to address attendance and engagement obstacles. The school will collaborate with the Pupil Services department in the SART process. If necessary, students may be referred to social services or the SARB process to overcome barriers to re-engagement.</p> <p>2.3C. The TSA will collaborate with behavioral therapists and psychologists to identify students in need of counseling for issues such as bullying, depression, anxiety, and social skills.</p>	All Students	<p>500.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p> <p>Materials and Supplies: perfect attendance medals, incentive snacks, attendance certificates, attendance incentives</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Indian Hills has observed a decline in chronic absenteeism in response to attendance interventions. Attendance interventions used this year included Attendance Spirit Week, monthly attendance incentives for students, and monthly attendance team meetings. In addition, tiered interventions for school-wide behavior were implemented, including social-emotional learning, implementation of Second Step lessons, positive office referrals, and caught being good tickets. A team of teachers was trained in restorative justice practices and Crisis Prevention and Intervention training. The Multi-Tiered Systems of Support Teacher on Special Assignment provided check-ins with students. In addition, Indian Hills partnered with Riverside Medical Clinic Charitable Foundation to present anti-bullying assemblies for students and parent workshops for parents.

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

Some money was used to implement assemblies to support student engagement, promote student culture, and teach positive social skills.

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.

Indian Hills will begin Positive Behavior Intervention and Support (PBIS) program implementation to promote positive behavior and a welcoming school environment. Materials, supplies, and training will be needed to implement PBIS effectively on campus. Indian Hills will continue to support interventions aimed at reducing chronic absenteeism, especially for subpopulations. Indian Hills will continue to send teams of teachers to restorative justice training and Crisis Intervention and Prevention training.

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.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

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.

According to the 2024-2025 Parent LCAP Survey, 98.9% of parents responded favorably that the school values regular attendance and 96.6% of parents responded favorably that students receive the resources they need to be successful. Identified areas for growth include communicating counseling services that are available and increasing the feeling of being welcomed by office staff. According to the Winter 2025 Panorama Survey, supportive relationships and teacher-student relationships were areas of strength. Identified areas of growth were challenging feelings and social awareness. Teachers participate in weekly collaboration meetings to review data and plan purposeful strategies to increase student achievement. Parent engagement and input are solicited through parent opportunities that include parent volunteers (in the classroom and on field trips), Parent Teacher Association (PTA), ELAC, and SSC. Involving families and the community with PTA-sponsored events (movie nights, Fall Family Night, Donuts with Grownups) increases the feeling of community on the school campus. Community needs are identified through the Local Control and Accountability Plan (LCAP) and Panorama surveys. The classified ambassador provides input for school-wide events. The front office staff has attended customer service training. Staff members model customer service through respectful interactions with other staff and community members.

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
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 92.0% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 97% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 91.9% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 96.9% Source: LCAP Staff Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 92% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 97% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 97.3% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 100% Source: LCAP Staff Survey Winter 2025-26

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	Parent Engagement and Leadership 3.1A. The school aims to enhance parent involvement by inviting them to participate in school/district advisory committees tasked with reviewing current programs and making	All Students	790.00 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries

	<p>recommendations for the academic year. The principal will regularly update parents on classroom/school activities and programs through various channels including Q Communication, Facebook, the school website, daily announcements, enclosed bulletins, monthly calendars, and the marquee.</p> <p>3.1B. School staff will offer parents and staff leadership opportunities through various advisory committees, such as DELAC, ELAC, SSC, Leadership Team, Attendance Committee, 100 Mile Club, GATE advisory committee, and PTA. Parents will collaborate with teachers as educational partners to support the academic and emotional needs of their students.</p> <p>3.1C. Parents and educational partners will be encouraged to participate in workshops covering topics such as ELA, Math, SEL, mental wellness, technology, attendance, EL support, PICO, and college and career readiness, both at the district and school levels. Teachers will organize and deliver parent workshops focusing on ELA, Math, Science, or ELD, including sessions on attendance led by the school attendance team. Education specialists will conduct workshops providing parents with home support to reinforce student learning in ELA and math, which may include take-home activity packets.</p> <p>3.1D. A community liaison will remain in place to foster communication between the school and the community, gathering feedback on topics such as attendance, SSC, ELAC, DAC, AVID, Special Education, and other matters related to student success.</p>		<p>Substitute, Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher</p> <p>550.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly: babysitting, supervision of students</p> <p>600.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk, organizer for parent information flyers</p> <p>1,000.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, Supervision during schoolwide events</p> <p>820.00 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings</p>
<p>3.2</p>	<p>Parent Involvement Opportunities</p> <p>3.2A. Parent volunteers will continue to be welcome and PTA-sponsored events will be in place to increase parent opportunities to be part of their student's education. The goal is to engage parents in their children's education by helping them develop skills to use at home that will support their children's academic efforts at school. Information continues to be provided in both English and Spanish and is sent home in a timely manner. Parents will be contacted promptly by the attendance clerk if their student is absent to provide support that can assist the parent in ensuring their student's attendance at school.</p> <p>Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being at school.</p>	<p>All Students</p>	<p>750.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies: flyers, tables and chairs for PTA events, grill, incentives for 100 Mile Club, copying of flyers for school events, supplies for volunteer tea</p> <p>550.00 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies: copying, supplies for Bring your parent to lunch, moms and muffins, and dads and donuts, certificates for parent volunteers, books for parents</p>

	<p>3.2B. The school staff will continue to invite parents to participate in site-based activities such as the 100 Mile Club, Fall Festivals, College Day, Pumpkin/College Readiness Parade, Spirit days, Bring Your Parent to Breakfast, Fun Runs, special craft events, Awards Assemblies, Math Family Night, Talent Show, Bring Your Parent to Lunch, Breakfast with a Parent. Parent information meetings were focused on how they can support their student at home. Teachers will be given planning time and teacher hourly for these site-based activities to be delivered to parents in the evenings. Activity supervisors will also be used to provide support during these after-school activities.</p>		to check out to take home and read to their children
<p>3.3</p>	<p>Parent Communication and Connectivity</p> <p>3.3A. Parents receive assistance in understanding academic Common Core State Standards, state and local assessments, Title I requirements, and how to monitor their child's progress and collaborate with educators to enhance student achievement during parent conferences. The school ensures all parents have access to Parent Connect and other district resources through a designated parent station. Families of English Learners with a primary language other than English will be provided with a translator clerk typist and a BLT to translate school information, aiming to engage with all families and EL students.</p> <p>3.3B. Parents will receive regular updates on student progress through various channels including Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, the parent phone system, Class Dojo App, Bloomz, Google Meet, Zoom meetings, school agendas, behavior charts, home visits, and communication via phone calls, emails, and notes home.</p> <p>3.3C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, calendars, flyers, office communications, and parent resources will be provided in both English and Spanish to accommodate our Spanish-speaking population. Translators will be available for parent meetings, and office staff will facilitate communication between teachers and Spanish-speaking parents to support a teacher-parent relationship centered on student achievement and well-being.</p>	All Students	<p>691.00</p> <p>Title I Parent Involvement -- 3010 1902</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Classified, Hourly; babysitting for parent training in technology, grade level standards, Avid. Supervision of students during parent meetings.</p>
<p>3.4</p>	<p>Parent Workshops</p> <p>3.4A. The school will organize parent workshops focusing on various topics such as technology, academics, social media, cyberbullying, nutrition, mental health, college and career readiness, and other relevant subjects, at both district and site levels. Teachers and classified staff will collaborate to plan and conduct these workshops after school hours. Education specialists will ensure the</p>	All Students	<p>650.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Classified, Hourly: babysitting for parent informational meetings on various topics such as nutrition and mental health</p>

	<p>participation of parents of students with disabilities and provide them with materials to support their students in ELA and math at home. Activity supervisors will offer supervision during these events.</p> <p>3.4B. Parents will have opportunities to engage in workshops covering social-emotional learning, nutrition, attendance, depression, and mental well-being, at both district and site levels. Teachers and classified staff will coordinate and deliver these workshops after school hours, with supervision provided by activity supervisors.</p>		<p>650.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies: refreshments and copying of flyers and materials for meetings, pens,</p>
--	--	--	--

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We solicited parent input and provided opportunities for parent engagement through many different opportunities for our parents and through parent volunteers who supported in the classrooms and field trips this school year. School goals and progress are communicated regularly during School Site Council and English Learner Advisory Committee meetings. School information and events are communicated weekly through Parent Square messages. Indian Hills had many opportunities that family and community members were invited to participate including Fall Family Night, parent workshops, movie nights, and parent nights.

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

Family Math and Literacy Nights were not implemented as we transitioned from having three intervention teachers to one, which made planning difficult as the remaining intervention teacher adapted to this change. The intervention teacher helped to support struggling students in grades three and four, and implemented model lessons of key strategies to support language arts and math groups. Indian Hills implemented our first Transitional Kindergarten Parent Night.

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.

Indian Hills will continue with our plan to engage students and families through school-wide activities, communication, and workshops. Indian Hills will continue to support these actions through teacher and support staff salaries, materials and supplies, and professional development opportunities.

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	\$107,737.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$393,970.00
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 (\$)
Title I Basic -- 3010	\$104,351.00
Title I Parent Involvement -- 3010 1902	\$1,511.00
Title III LEP -- 4203	\$1,875.00

Subtotal of additional federal funds included for this school: \$107,737.00

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 District -- 500 0707	\$167,497.00
LCFF Suppl/Conc -- 0707	\$118,736.00

Subtotal of state or local funds included for this school: \$286,233.00

Total of federal, state, and/or local funds for this school: \$393,970.00

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
Title I Basic -- 3010	104,351	0.00
Title I Parent Involvement -- 3010 1902	1,511	0.00
Title III LEP -- 4203	1,875	0.00
LCFF Suppl/Conc -- 0707	118,736	0.00
LCFF District -- 500 0707	167,497	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	167,497.00
LCFF Suppl/Conc -- 0707	118,736.00
Title I Basic -- 3010	104,351.00
Title I Parent Involvement -- 3010 1902	1,511.00
Title III LEP -- 4203	1,875.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	192,457.00
2000-2999: Classified Personnel Salaries	176,544.00
4000-4999: Books And Supplies	17,469.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5700-5799: Transfers Of Direct Costs	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	22,004.00

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	145,493.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	74,113.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	27,040.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	10,083.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	6,000.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	1,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	95,185.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	2,500.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,666.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,511.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	1,155.00
4000-4999: Books And Supplies	Title III LEP -- 4203	720.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	325,879.00
Goal 2	61,040.00
Goal 3	7,051.00

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
Tara LeQuire	Principal
Norma Matsuyama-Velasquez	Classroom Teacher
Nancy Velasquez	Classroom Teacher
Bertha Fletes	Classroom Teacher
Jane Reynolds	Other School Staff
Marie Valentine Solis	Parent or Community Member
Kirsten Mendez	Parent or Community Member
Haydee Parra	Parent or Community Member
Adriana Talavera	Parent or Community Member
Heather Malone-Wadell	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 04/29/2025.

Attested:



Principal, Tara LeQuire on 4/29/2025



SSC Chairperson, Nancy Velasquez on 04/29/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023