



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brea Country Hills Elementary School	30664496101901	5/30/24	6/27/2024

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 Brea Country Hills Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to provide a clear blueprint of how the Country Hills staff, administration, and community will work together to provide an exceptional education to all students whom attend school here.

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

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Plan Description

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

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

Schoolwide Program

The purpose of this plan is to provide a clear blueprint of how the Country Hills staff, administration, and community will work together to provide an exceptional education to all students whom attend school here.

Country Hills Elementary embraces the responsibility of ensuring every child receives an education that prepares them to flourish in any career or college path they choose. Best first instructional practices, effective intervention strategies for struggling learners, and enrichment activities rooted in best practices ensure the needs of each Country Hills student are met. Substantial efforts to provide instruction with embedded strategies to promote skill building in communication, collaboration, critical thinking, and communication. Country Hills has also adopted the focus of art integration to provide increased engagement as well as differentiated access to students with varying learning styles.

Educational Partner Involvement

How, when, and with whom did Brea Country 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

Country Hills uses various methods to gain stakeholder input. The school site plan is drafted by the principal, Shelley Lopez, and then presented to the School Site Council, ELAC, and staff for input, feedback and review. The revised SPSA is then presented again for review and approval throughout the school year as it is a working document. Through quarterly SSC and ELAC meetings, members and stakeholder members are able to review the school plan goal by goal and provide input and suggestions for revision. Country Hills continues to focus on increasing student achievement and all input is vital to the progress of the school.

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.

None to report.

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.

Chronic Absenteeism was in the Red category. Absenteeism has decreased this year from 12% to 6%, which will be reflected in the California Dashboard. We have addressed absenteeism by utilizing the A2A program, which sends parent letters home automatically based on days absent, and tardy. We also schedule parent meetings/conferences in order to discuss how to support parent/families being at school, on time, on a regular basis.

Suspension Rate was in the Orange Category. Restorative practices and in-house suspensions are steps being taken to reduce the suspension rate. MTSS tiered interventions regarding behavior and social/emotional learning are currently implemented to explicitly teach school expectations.

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.

No.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Brea Country 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%	%	0	0	
African American	0.59%	0.78%	1.10%	3	4	6
Asian	28.68%	28.88%	27.62%	146	149	150
Filipino	3.73%	4.84%	4.05%	19	25	22
Hispanic/Latino	36.74%	38.76%	36.46%	187	200	198
Pacific Islander	%	0%	%	0	0	
White	24.95%	22.48%	25.23%	127	116	137
Multiple/No Response	5.11%	4.26%	5.52%	26	22	30
Total Enrollment				509	516	543

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	80	64
Grade 1	64	74	60
Grade 2	66	67	80
Grade3	77	71	73
Grade 4	76	77	67
Grade 5	67	82	83
Grade 6	83	65	84
Grade 7	1		
Total Enrollment	509	516	543

Conclusions based on this data:

- Growing Diversity: The data highlights a trend towards increasing diversity within the student body. Hispanic/Latino enrollment has consistently grown over the three-year period, indicating a more ethnically

diverse student population. This suggests that Country Hills must continue to adapt our programs and support services to meet the needs of a more diverse student body.

2. 2. Stable Asian Subgroup Population: Despite fluctuations in other demographic groups, Asian enrollment has remained relatively stable throughout the three years. This indicates a consistent presence and suggests established support systems in place for Asian students. Maintaining these systems and potentially expanding them to other demographic groups could be beneficial for fostering inclusivity.
3. 3. Challenges: While some demographic groups show consistent enrollment or growth, others, such as African American and Filipino students, exhibit fluctuations. These fluctuations may indicate challenges in retention or barriers to access and success that need to be addressed. Identifying potential causes for the fluctuations and implementing targeted interventions are necessary to support these student populations effectively.

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	82	83	74	12.9%	16.1%	13.6%
Fluent English Proficient (FEP)	71	69	76	14.2%	13.9%	14.0%
Reclassified Fluent English Proficient (RFEP)				1.5%		

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	77	73	0	77	73	0	77	73	0.0	100.0	100.0
Grade 4	67	78	75	0	77	75	0	76	75	0.0	98.7	100.0
Grade 5	71	67	80	0	66	80	0	66	80	0.0	98.5	100.0
Grade 6	68	87	68	0	86	68	0	86	67	0.0	98.9	100.0
All Grades	273	309	296	0	306	296	0	305	295	0.0	99.0	100.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2448.	2424.		35.06	31.51		31.17	15.07		19.48	21.92		14.29	31.51
Grade 4		2493.	2485.		30.26	33.33		31.58	30.67		25.00	13.33		13.16	22.67
Grade 5		2518.	2533.		27.27	38.75		33.33	30.00		15.15	18.75		24.24	12.50
Grade 6		2562.	2553.		31.40	35.82		33.72	19.40		16.28	22.39		18.60	22.39
All Grades	N/A	N/A	N/A		31.15	34.92		32.46	24.07		19.02	18.98		17.38	22.03

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.77	27.40		54.55	53.42		11.69	19.18
Grade 4		21.05	24.00		71.05	65.33		7.89	10.67
Grade 5		28.79	26.25		60.61	65.00		10.61	8.75
Grade 6		33.72	31.34		46.51	47.76		19.77	20.90
All Grades		29.51	27.12		57.70	58.31		12.79	14.58

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.68	21.92		61.04	47.95		14.29	30.14
Grade 4		18.42	17.33		68.42	64.00		13.16	18.67
Grade 5		23.08	27.50		56.92	56.25		20.00	16.25
Grade 6		22.09	29.85		56.98	47.76		20.93	22.39
All Grades		22.04	24.07		60.86	54.24		17.11	21.69

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18	16.44		74.03	63.01		7.79	20.55
Grade 4		11.84	10.67		84.21	69.33		3.95	20.00
Grade 5		9.09	18.75		81.82	78.75		9.09	2.50
Grade 6		24.42	23.88		67.44	65.67		8.14	10.45
All Grades		16.39	17.29		76.39	69.49		7.21	13.22

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.58	19.18		66.23	54.79		18.18	26.03
Grade 4		15.79	12.00		69.74	76.00		14.47	12.00
Grade 5		24.24	22.50		62.12	66.25		13.64	11.25
Grade 6		26.74	25.37		65.12	56.72		8.14	17.91
All Grades		20.66	19.66		65.90	63.73		13.44	16.61

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Conclusions based on this data:

1. The percentage of students who met or exceeded standards as indicated on the most recent CAASPP overall in ELA were: 63.61% in 2022/23 to 58.99% in 2023/24. This indicates a drop in scores overall of -4.62%.
2. Overall, many of the subdomains of the CAASPP results for ELA show a need for focused instruction in the area of Writing and Research & Inquiry. Focus on non-fiction text organization and understanding as well as using Step Up to Writing organizational strategies to improve and enhance writing. Instruction in tier 2 academic vocabulary, especially in 3rd - 6th grade will benefit students. Utilizing Interim practice tests for instruction will also benefit students as well as using data from interims to drive instruction.
3. Student academic growth has also been measured using data collected through iReady. Three Diagnostic assessments have been administered throughout the 23-24 academic year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	77	73	0	77	73	0	77	73	0.0	100.0	100.0
Grade 4	67	78	75	0	78	74	0	78	73	0.0	100.0	98.7
Grade 5	71	67	80	0	67	79	0	67	79	0.0	100.0	98.8
Grade 6	68	87	68	0	86	68	0	86	68	0.0	98.9	100.0
All Grades	273	309	296	0	308	294	0	308	293	0.0	99.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2474.	2457.		45.45	35.62		29.87	27.40		15.58	13.70		9.09	23.29
Grade 4		2514.	2515.		30.77	32.88		41.03	41.10		21.79	16.44		6.41	9.59
Grade 5		2543.	2535.		43.28	32.91		11.94	29.11		25.37	18.99		19.40	18.99
Grade 6		2567.	2569.		34.88	42.65		23.26	16.18		26.74	17.65		15.12	23.53
All Grades	N/A	N/A	N/A		38.31	35.84		26.95	28.67		22.40	16.72		12.34	18.77

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.25	49.32		36.36	30.14		10.39	20.55
Grade 4		52.56	45.21		39.74	43.84		7.69	10.96
Grade 5		44.78	34.18		37.31	49.37		17.91	16.46
Grade 6		38.37	39.71		46.51	41.18		15.12	19.12
All Grades		47.08	41.98		40.26	41.30		12.66	16.72

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.86	34.25		45.45	45.21		11.69	20.55
Grade 4		29.49	27.40		57.69	56.16		12.82	16.44
Grade 5		31.34	27.85		53.73	51.90		14.93	20.25
Grade 6		27.91	32.35		53.49	45.59		18.60	22.06
All Grades		32.79	30.38		52.60	49.83		14.61	19.80

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.86	28.77		49.35	58.90		7.79	12.33
Grade 4		32.05	36.99		58.97	54.79		8.97	8.22
Grade 5		25.37	22.78		59.70	63.29		14.93	13.92
Grade 6		25.58	33.82		58.14	51.47		16.28	14.71
All Grades		31.49	30.38		56.49	57.34		12.01	12.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students who met or exceeded standards as indicated on the most recent CAASPP in MATHEMATICS were:
65.26% in 22/23 and 64.51% in 23/24; indicating a decrease by -0.75%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1463.9	1499.0	1444.5	1472.6	1494.3	1459.3	1443.5	1510.3	1409.7	17	16	15
1	1452.7	1498.5	*	1484.8	1502.9	*	1420.1	1493.6	*	11	15	9
2	1498.0	1490.0	*	1489.1	1499.7	*	1506.6	1479.6	*	12	11	10
3	1504.7	1498.5	1514.2	1499.8	1512.2	1537.9	1509.2	1484.2	1489.9	16	13	11
4	*	1569.1	*	*	1585.6	*	*	1551.9	*	6	13	9
5	*	*	*	*	*	*	*	*	*	4	5	10
6	*	*	*	*	*	*	*	*	*	4	4	7
All Grades										70	77	71

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.29	62.50	40.00	47.06	18.75	13.33	5.88	12.50	33.33	11.76	6.25	13.33	17	16	15
1	18.18	40.00	*	54.55	40.00	*	9.09	6.67	*	18.18	13.33	*	11	15	*
2	33.33	18.18	*	41.67	45.45	*	8.33	27.27	*	16.67	9.09	*	12	11	*
3	18.75	46.15	27.27	50.00	30.77	45.45	31.25	7.69	27.27	0.00	15.38	0.00	16	13	11
4	*	69.23	*	*	23.08	*	*	7.69	*	*	0.00	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.86	48.05	38.03	45.71	32.47	25.35	12.86	10.39	19.72	8.57	9.09	16.90	70	77	71

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	52.94	68.75	46.67	29.41	18.75	13.33	5.88	12.50	33.33	11.76	0.00	6.67	17	16	15
1	45.45	60.00	*	45.45	20.00	*	9.09	6.67	*	0.00	13.33	*	11	15	*
2	25.00	45.45	*	50.00	36.36	*	25.00	9.09	*	0.00	9.09	*	12	11	*
3	31.25	61.54	72.73	56.25	23.08	27.27	6.25	7.69	0.00	6.25	7.69	0.00	16	13	11
4	*	92.31	*	*	7.69	*	*	0.00	*	*	0.00	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.71	66.23	56.34	40.00	20.78	19.72	10.00	7.79	18.31	4.29	5.19	5.63	70	77	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.41	37.50	6.67	23.53	25.00	40.00	47.06	31.25	33.33	0.00	6.25	20.00	17	16	15
1	18.18	33.33	*	45.45	33.33	*	9.09	26.67	*	27.27	6.67	*	11	15	*
2	25.00	0.00	*	33.33	63.64	*	16.67	18.18	*	25.00	18.18	*	12	11	*
3	12.50	7.69	0.00	31.25	61.54	36.36	56.25	15.38	54.55	0.00	15.38	9.09	16	13	11
4	*	23.08	*	*	61.54	*	*	7.69	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.29	20.78	12.68	34.29	49.35	30.99	31.43	19.48	35.21	10.00	10.39	21.13	70	77	71

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	58.82	56.25	46.67	41.18	43.75	46.67	0.00	0.00	6.67	17	16	15
1	54.55	60.00	*	45.45	26.67	*	0.00	13.33	*	11	15	*
2	25.00	36.36	*	75.00	54.55	*	0.00	9.09	*	12	11	*
3	31.25	46.15	27.27	56.25	46.15	72.73	12.50	7.69	0.00	16	13	11
4	*	76.92	*	*	23.08	*	*	0.00	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.71	53.25	43.66	51.43	41.56	46.48	2.86	5.19	9.86	70	77	71

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.41	68.75	40.00	58.82	25.00	40.00	11.76	6.25	20.00	17	16	15
1	27.27	46.67	*	72.73	40.00	*	0.00	13.33	*	11	15	*
2	33.33	45.45	*	50.00	45.45	*	16.67	9.09	*	12	11	*
3	62.50	76.92	90.91	31.25	15.38	9.09	6.25	7.69	0.00	16	13	11
4	*	84.62	*	*	15.38	*	*	0.00	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.57	67.53	63.38	44.29	25.97	26.76	7.14	6.49	9.86	70	77	71

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	37.50	6.67	76.47	56.25	80.00	5.88	6.25	13.33	17	16	15
1	18.18	40.00	*	45.45	46.67	*	36.36	13.33	*	11	15	*
2	41.67	18.18	*	33.33	63.64	*	25.00	18.18	*	12	11	*
3	12.50	7.69	0.00	81.25	61.54	63.64	6.25	30.77	36.36	16	13	11
4	*	15.38	*	*	76.92	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.14	23.38	15.49	58.57	62.34	57.75	14.29	14.29	26.76	70	77	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.06	62.50	53.33	41.18	18.75	20.00	11.76	18.75	26.67	17	16	15
1	27.27	26.67	*	54.55	73.33	*	18.18	0.00	*	11	15	*
2	41.67	18.18	*	25.00	63.64	*	33.33	18.18	*	12	11	*
3	18.75	7.69	0.00	81.25	76.92	100.00	0.00	15.38	0.00	16	13	11
4	*	53.85	*	*	46.15	*	*	0.00	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.43	31.17	29.58	57.14	58.44	49.30	11.43	10.39	21.13	70	77	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Targeted instruction for EL students is vital to overall performance on the ELPAC test.
2. Designated and integrated EL instruction provided by classroom teachers helps all students access the curriculum. Utilizing a school-wide schedule for uninterrupted instruction in this area will guarantee all students are able to participate.
3. N/A

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
516	24	16.1	1
Total Number of Students enrolled in Brea Country 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	16.1
Foster Youth	5	1
Homeless	3	0.6
Socioeconomically Disadvantaged	124	24
Students with Disabilities	59	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
Asian	149	28.9
Filipino	25	4.8
Hispanic	200	38.8
Two or More Races	22	4.3
White	116	22.5

Conclusions based on this data:

1. Country Hills has a diverse population of students.

2. Our Socioeconomically Disadvantaged population is significant. Making sure these students have access to breakfast and lunch, that their needs are being met, and that students know how to advocate for themselves is a priority. We know that SED students often need tier two support with academics due to a possible lack of background experience and therefore we need to identify our students in order to provide support in any areas of need.
3. N/A

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. According to the Dashboard, Country Hills is High in Academic Performance for both ELA and Math.
2. English Learner Progress was yellow and incorporating Designated and Integrated ELD instruction will continue to support EL progress.



School and Student Performance Data

Academic Performance English Language Arts

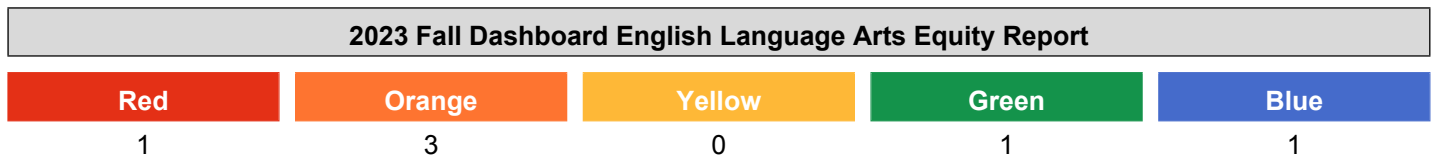
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 20.5 points above standard Decreased -3.6 points 283 Students	English Learners Orange 10.2 points below standard Decreased Significantly -20.8 points 49 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 20.5 points below standard Decreased Significantly -20.4 points 82 Students	Students with Disabilities Red 88.6 points below standard Decreased Significantly -24.8 points 36 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students	Asian  Blue 73.6 points above standard Increased +11.2 points 78 Students	Filipino 36.6 points above standard Decreased -9 points 11 Students
Hispanic  Orange 23.7 points below standard Decreased -14.4 points 112 Students	Two or More Races 2.8 points above standard Increased Significantly +39.1 points 11 Students	Pacific Islander  No Performance Color 0 Students	White  Green 34.9 points above standard Increased +7.5 points 69 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 66 points below standard Decreased Significantly -22.2 points 29 Students	Reclassified English Learners 70.9 points above standard Maintained -2.7 points 20 Students	English Only 16 points above standard Decreased -5.6 points 199 Students
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Conclusions based on this data:

1. Country Hills is in good standing for student performance in ELA. Our Asian and White population of students are achieving at higher levels than our Hispanic students. Culturally relevant teaching should be a priority for next year.
2. The subgroup, students with disabilities, are in the low range for ELA performance. Targeted supports and interventions, along with explicit instruction in test taking skills will remain a focus, as well as a comprehensive Specialized Academic Instruction program.

School and Student Performance Data

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	2

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Green	Less than 11 Students
22.3 points above standard	3.2 points above standard	2 Students
Decreased -5.1 points	Decreased Significantly -30.5 points	
282 Students	49 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Orange
2 Students	19.7 points below standard	83.5 points below standard
	Decreased Significantly -19.1 points	Decreased Significantly -23.6 points
	82 Students	36 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students	Asian  Blue 75.2 points above standard Increased +4.6 points 78 Students	Filipino 33 points above standard Decreased -6.9 points 11 Students
Hispanic  Yellow 22.4 points below standard Decreased -11.7 points 112 Students	Two or More Races 20.5 points above standard Increased Significantly +23.5 points 11 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 36.9 points above standard Increased +4.4 points 69 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 40.3 points below standard Decreased Significantly -34.8 points 29 Students	Reclassified English Learners 66.4 points above standard Decreased -12.5 points 20 Students	English Only 14.6 points above standard Maintained -2.4 points 198 Students
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Conclusions based on this data:

1. There is notable disparity in performance amongst different racial/ethnic groups in math. Hispanic students are yellow as compared to our white and asian students.
2. Students with disabilities remain in the low range. This area can continue to improve using targeted instruction in math along with test taking strategies for this subgroup. Utilizing the Diagnostic information from iReady will be important to improving basic skill deficits for students.
3. Equity for Socioeconomically Disadvantaged students will be a focus. These students are ranking medium in both ELA and Math.

School and Student Performance Data

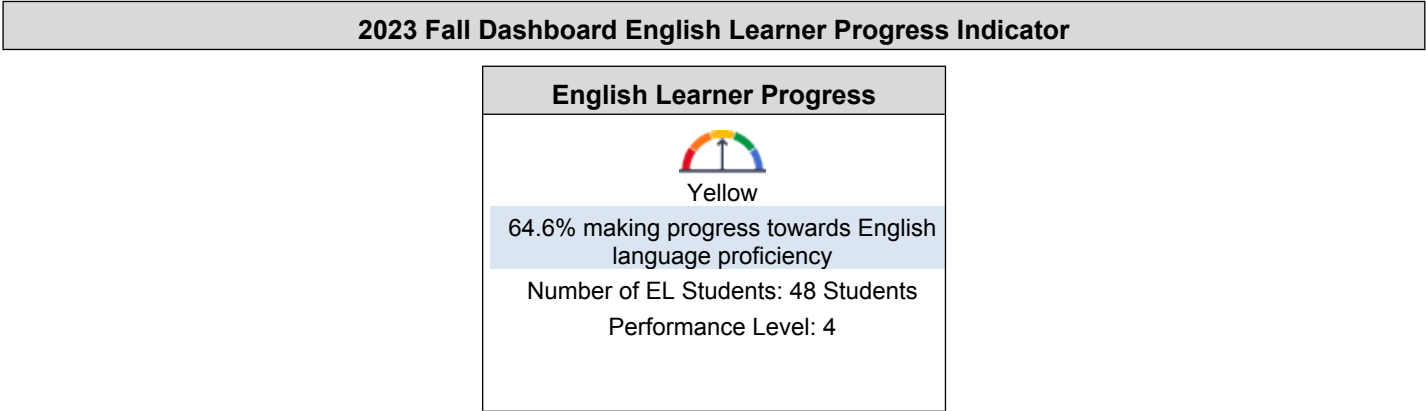
Academic Performance English Learner Progress

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



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.

2023 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
3	13	12	19

Conclusions based on this data:

1.

64.6 % of EL students progressed toward English language proficiency.
2.

The ELD program at Country Hills utilizes phonemic awareness and foundational skills, as well as working closely with the Reading Specialist for targeted intervention.
3.

N/A

School and Student Performance Data

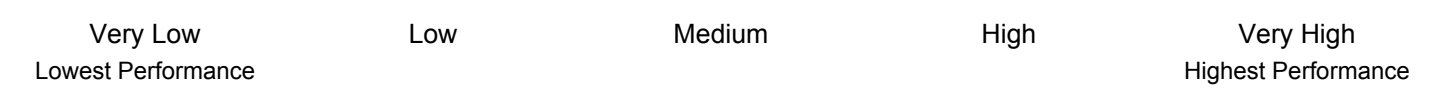
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

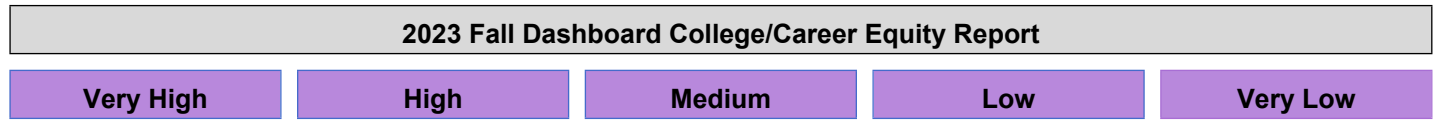
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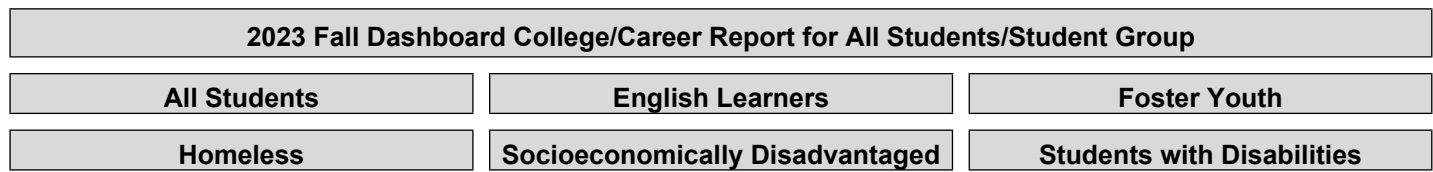
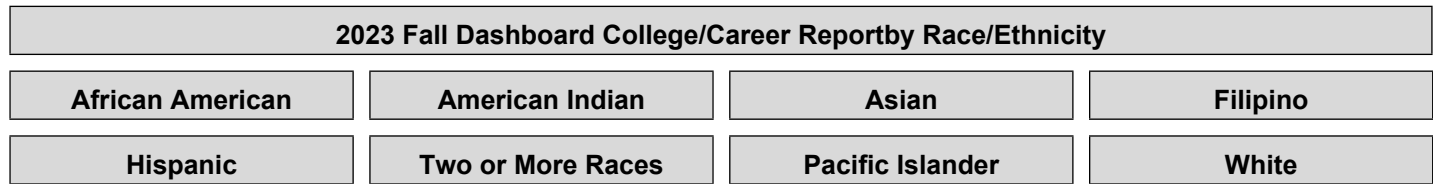
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Red

12.9% Chronically Absent

Increased Significantly 4.4

536 Students

English Learners



Orange

18.9% Chronically Absent

Increased 7.7

95 Students

Foster Youth

Less than 11 Students

5 Students

Homeless

Less than 11 Students

3 Students

Socioeconomically Disadvantaged



Red

20.9% Chronically Absent

Increased 4.9

148 Students

Students with Disabilities



Red

20.3% Chronically Absent

Increased 4.8

74 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students	Asian  Orange 7.1% Chronically Absent Increased Significantly 3.1 155 Students	Filipino 8% Chronically Absent Increased 8 25 Students
Hispanic  Red 20.7% Chronically Absent Increased Significantly 7.9 208 Students	Two or More Races 0% Chronically Absent Declined -10 22 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 9.8% Chronically Absent Increased 1.4 122 Students

Conclusions based on this data:

- Country Hills increased their absenteeism in all student groups.
- High levels of absenteeism occurred in the following subsets of students: Hispanic, Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners. A deep dive of the data is required to look at possible solutions to students who are chronically absent. Parent education related to absenteeism is something that will continue to be addressed in Fall 2024.

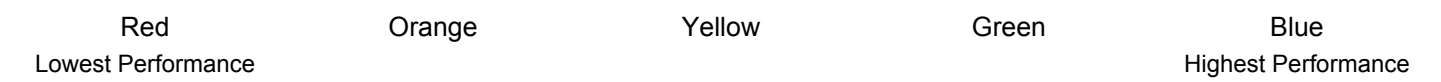
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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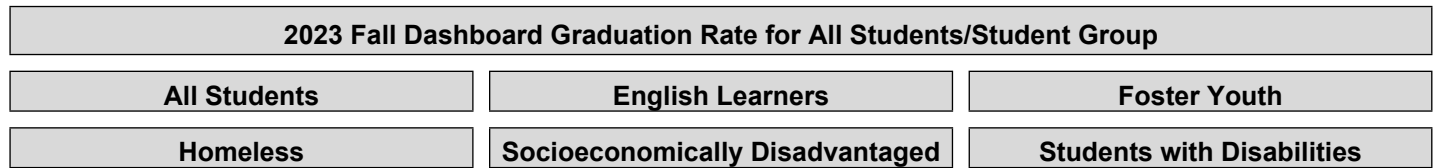
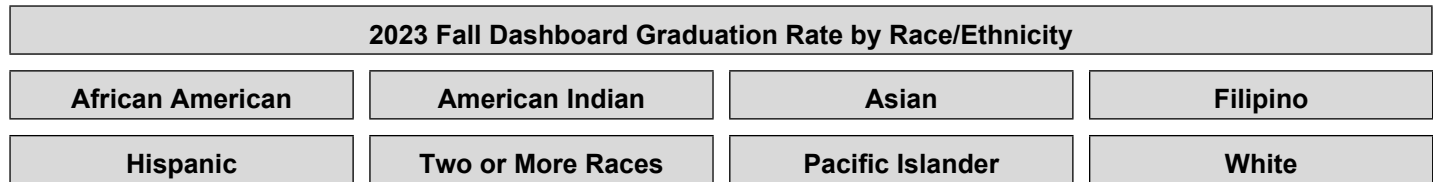
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This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

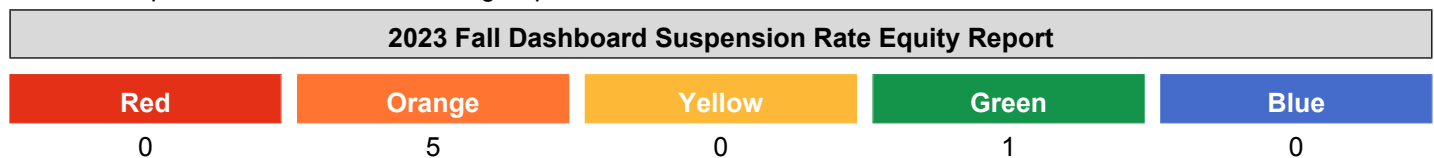
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.7% suspended at least one day Increased 0.8 539 Students	English Learners  Orange 2.1% suspended at least one day Increased 2.1 97 Students	Foster Youth Less than 11 Students 5 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 2% suspended at least one day Increased 0.6 149 Students	Students with Disabilities  Orange 4.1% suspended at least one day Increased 2.4 74 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students	Asian  Orange 1.9% suspended at least one day Increased 1.9 157 Students	Filipino 0% suspended at least one day Declined -5 25 Students
Hispanic  Green 1% suspended at least one day Maintained 0 209 Students	Two or More Races 0% suspended at least one day Maintained 0 22 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 2.5% suspended at least one day Increased 1.7 122 Students

Conclusions based on this data:

- Overall, Country Hills has a low suspension rate and is in good standing with the state.
- Country Hills Alternatives to suspension will remain the practice, with removing students from the school setting only occurring in the most severe situations.

We continue to incorporate Tiered interventions and restorative practices to move away from suspensions.
- N/A

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.

English Language Arts

Country Hills Goal #1: Enhanced Academic Achievement

Country Hills School aims to enhance rigorous and relevant educational experiences that develop students' abilities in collaboration, creativity, communication, and critical thinking. Our focus is on ensuring all students, particularly English learners, foster youth, socio-economically disadvantaged, and special education students, achieve proficiency in key academic areas, preparing them for college and careers.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BOUSD LCAP Goal #1: Academic Achievement :The District will implement rigorous and relevant educational experiences that develop students' abilities in collaboration, creativity, communication, and critical thinking, ensuring proficiency in essential areas of skill and knowledge for college and career readiness. This effort will prioritize closing achievement gaps among historically underserved student populations such as English learners, Foster Youth, Socio-Economically Disadvantaged, and Special Education students through data-driven instructional strategies, a culture of inclusivity, and expanded access to high-quality resources and support services.

Identified Need

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

The review of Dashboard and local data has highlighted significant areas for improvement, particularly in addressing disparities among English Language Learners (ELLs) and socioeconomically disadvantaged students. Academic achievement gaps are evident, with ELLs showing markedly lower performance in core subjects compared to their peers. In response, Mariposa has implemented Universal Design for Learning (UDL) strategies to foster inclusive and effective educational environments. This includes professional development focused on UDL techniques, targeted interventions for ELLs, and enhanced support systems like tutoring and counseling tailored to meet diverse student needs. Continuous data monitoring ensures that these measures are responsive and adjusted according to ongoing performance assessments, aiming to elevate educational outcomes for all student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Summative SBAC scores for 2024-2025	SBAC data for 2023 showed student proficiency rates ranging between 52%-75% for grades 3rd-6th.	Disparity between overall scores and those belonging to students representing EL and socioeconomically disadvantaged will decrease by 5% in both ELA and Math.

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	Tier 1 Instruction Instructional Strategies -Universal Design for Learning Professional Learning -Engagement, Representation and Expression -Differentiated instruction -Small group instruction Instructional Support -Modified Day Schedule to allow teachers planning time and Professional Learning Communities (grade level, school-wide) -Conferences, workshops, in-services -PE program allows teachers 100 minutes of weekly prep and collaboration time -Reading Incentive Program -Leadership Team -Data review and analysis (iReady, Smarter balanced Site Assessment, curriculum-based assessment) -District Math/Science Teacher on Special Assignment Adopted Curriculum -Benchmark Advance (ELA) -iReady Personalized Instruction -TCI Social Studies -Go Math -McGraw Hill Next Generation Science Academic Support -UDL Based Instruction -Accelerated Reader reading monitoring software -Classroom Management Software - Google Classroom -Project-Based Learning	All Students	20,173 District Funded iReady 6,251/ District Funded Accelerated Reader 3,500/ District Funded Teacher PD None Specified
1.2	Tier 2 Academic Support -District English Language Development Teacher on Special Assignment -LCFF English Language Development Paraprofessional -Student Study Team Coordinators -After School Tutoring -General education classroom small group support -Reading Specialist Small Group Instruction and Monitoring -Heggerty Phonemic Awareness - -Rosetta Stone Language Program -iReady intervention supports -UFLI (phonics program) K-2	All Students	27,024 District Funded LCFF paraprofessional 7,500 District Funded After school tutoring 1,332 District Funded SST Coordinator Stipend
1.3	Tier 3 Academic Support -Reading Specialist Small Group Instruction and Monitoring -SPED Paraprofessional Support -Education Specialists (3) -Speech Language Therapist -Psychologist (3 days weekly) -LCFF English Language Paraprofessional (EL Support) -Student Study Team Coordinators -Sonday Reading Intervention -iReady progress monitoring is provided at an individualized and granular level. -Small group support	All Students	None Specified

	-Rosetta Stone Language Program -Differentiated support and intervention within the general education classroom with progress monitoring -Kids to Watch Meetings (Teacher Reports on Tier 3 Needs)		
1.4	Enrichment -GATE District Teacher on Special Assignment - -After-school Robotics Program -Art Masters (4 times annually) -Hands on Science (grades4-6) -Band (4th-6th) -Band (strings) Extended Learning Time <ul style="list-style-type: none"> • All homework aligned with CCSS • Participation in the PTA "Reflections" Program • iReady-access at home and school • AR access at home and school • After-School Robotics • Tutoring Program 	These enrichment programs and extended learning opportunities are designed to engage and support a diverse student population, including English Language Learners (ELLs) and socioeconomically disadvantaged students, by providing stimulating educational opportunities without financial barriers. The programs, ranging from robotics to the arts, aim to cultivate creative and critical thinking skills, promote teamwork, and enhance academic achievement. By ensuring access to these activities at no cost and integrating them across various grade levels, the programs strive to foster an inclusive learning environment where all students can thrive and explore their interests and potentials.	7,000 Parent-Teacher Association (PTA) 1,656 District Funded Art Masters 1,690 District Funded Robotics stipend None Specified
1.5	Community Engagement -Kiwanis Essay Contest -School Site Council meetings -PTA-sponsored Family Nights -Parent volunteers -PTA Family Nights -Coffee with the principal -parent education presentations -Parent/Teacher Conferences	Community engagement opportunities and initiatives like those described can significantly enhance academic achievement by fostering a supportive, involved, and enriched school environment. Participation in activities increases their engagement with broader civic and community issues, encouraging deeper learning and personal development. This benefits the entire student body.	3,920 Parent-Teacher Association (PTA) None Specified None Specified
1.6			None Specified

			None Specified
1.7			None Specified None Specified
1.8		All Students	None Specified None Specified
1.9			
1.10			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of the articulated goal at Country Hills School demonstrates a robust and structured approach toward enhancing academic achievement through diverse strategies and activities. The school has effectively incorporated various educational supports, such as Professional Learning Communities, staff training in Universal Design for Learning, and targeted support for different student groups, including English Language Learners and socioeconomically disadvantaged students.

Key strategies include the use of STEAM lab (think tank), which help foster skills in science, technology, engineering, arts, and mathematics. Additionally, the provision of resources like iPads/chrome books, advanced coursework, and robotics further supports this initiative, indicating a strong alignment with the goal to promote critical thinking, creativity, and problem-solving skills among students.

The effectiveness of these strategies can be inferred from the detailed allocation of resources and the planned activities aimed at broadening students' learning experiences and reducing achievement gaps. This structured and multifaceted approach suggests a proactive stance towards educational excellence, ensuring that all students have access to high-quality educational opportunities and supports tailored to their diverse learning needs.

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

N/A

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.

N/A

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.

Enhance Student Mental and Physical Health

Country Hills Goal 2: Advancing Health and Wellness

Country Hills School commits to advancing the health and wellness of all students by fostering an environment that supports their mental and physical health. We will achieve this by implementing comprehensive wellness programs tailored to our diverse student body, providing extensive access to mental health resources, and promoting healthy lifestyle choices.

The goal includes a structured plan for ongoing education involving students, families, and staff, emphasizing the importance of self-care, resilience, and social-emotional learning. This initiative aims to nurture a positive school climate conducive to educational success and the overall well-being of every student, thereby contributing to their lifelong health and academic achievements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BOUSD LCAP Goal #2: Health and Wellness The District will cultivate an environment that supports the mental health, physical health, and overall wellbeing of every student. This will be achieved through comprehensive wellness programs, access to mental health resources, promotion of healthy lifestyles, community partnerships, and ongoing education for students, families, and staff in order to foster a positive school climate that prioritizes self-care, resilience, and social-emotional learning, leading to improved academic outcomes and lifelong well-being for all students.

Identified Need

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

Identified Areas for Improvement

Based on the review of Dashboard and local data, several areas require significant improvement to align with the goals of promoting the mental, physical, and overall well-being of students at Country Hills School. The data highlights substantial performance gaps, particularly among English Language Learners (ELLs) and students from socioeconomically disadvantaged backgrounds, with these groups exhibiting lower academic achievements across core subjects. Additionally, disparities in access to wellness resources and participation in wellness programs have been identified.

To address these concerns, Country Hills School is enhancing its comprehensive wellness programs to include more targeted mental health resources and expanding access to physical health services. Staff and family education sessions on social-emotional learning and resilience are being implemented to foster a positive school climate that supports self-care and well-being. These steps are part of a broader district initiative to ensure that every student benefits from a supportive and enriching educational environment, ultimately leading to improved academic outcomes and lifelong well-being.

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
Students grades 3-6 will complete the Panorama 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	School-wide Mental Health Programs -School counselor full time/5 days a week -Tier 1 SEL Adoption -Whole Class SocialEmotional Learning, Life Skills -Small Group Social Skills -1:1 counseling -Tier 2 small groups with Phoenix House -Mental Health Literature for Parents Provided Weekly via School Newsletter -Digital Safety Software: Securely -Care Solace mental health care system -Panorama SEL Assessment Software -Red Ribbon Week	100% students receive Tier 1 interventions 5-10% of students receive Tier 2 1-5% of students receive Tier 3	500 Parent-Teacher Association (PTA) Red Ribbon Supplies District Funded 4000-4999 Books and supplies SEL Adoption (not yet identified 6-1-24)
2.2	Physical Education Program -1 PE teacher 4 days a week -3 PE paraprofessionals 4 days a week -Harvest of the Month (Healthy Food Education) -Free School Breakfast and Lunch Program	100% of students receive PE instruction 200 minutes every two weeks	None Specified
2.3	Positive Behavior Intervention and Supports -Provide students with meaningful character education using Character Counts -Posters and Behavior Matrix support expectations site wide -Cougar ROAR cash incentive program for positive behavior -Monthly Character Award Assemblies aligned Character Counts and R.O.A.R. -Classroom positive behavior rewards systems -Proactive and reactive Restorative Circles -Restorative Conferences -Check-in/Check-out system (tier 3) -Daily School Broadcast -Reinforce character traits, SEL strategies, ROAR,	Activities utilizing technology will provide students circumstances to guide their own learning with ample cases to problem solve, collaborate with other students, and use critical thinking with focus on serving English Learner, Foster Youth,	500 Donations
2.4	Parent Communication -Weekly school newsletters -School and class websites -Parent Square -Teachers parent communication	All students benefit from the variety of communication efforts provided by the Mariposa staff. Additional	

	software: Class Dojo, Google Classroom, Seesaw, Smore -Titan Health and Safety Technologies -Social Media: Instagram -PTO Instagram/Facebook -Teacher weekly/monthly newsletters, -Progress reports and report cards -Parent/Teacher conferences -Student Study Team Meetings -Individualized Education Plans	communication is conducted with regard to Tier 2 and 3 student needs.	
2.6			None Specified
2.7			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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.

Implementation and Effectiveness of Strategies

The overall implementation and effectiveness of the strategies at Country Hills School, as outlined in the LCAP document, indicate a comprehensive approach to enhancing student well-being and educational success. The school has structured its initiatives around key areas, including mental health, physical education, behavior intervention, and parent communication, all aligned with the district's goal of promoting health and wellness.

Country Hills School has implemented daily access to school counselors and adopted a Social-Emotional Learning (SEL) curriculum. These strategies are enhanced by additional supports such as small group social skills sessions and mental health resources for parents, indicating a multi-layered approach to addressing student mental health.

Programs in this category are robust, with PE teachers and professionals providing 200 minutes of instruction biweekly, supplemented by initiatives like Harvest of the Month, which educates students on healthy eating. This consistent physical education schedule aligns with the goals of improving physical health and wellness education.

The adoption of character education programs, ROAR behaviors, and restorative practices aims to foster a positive school environment. Monthly character assemblies and proactive behavioral systems suggest a proactive approach to cultivating a supportive and disciplined student body.

Extensive use of various communication platforms, including weekly newsletters and social media, ensures that parents are kept informed and engaged, which is critical for reinforcing the learning environment at home and fostering community involvement.

These strategies are backed by appropriate budget allocations for personnel and program support, indicating a well-resourced implementation plan. The effectiveness of these activities, particularly in the domains of mental health and behavioral support, should ideally be reflected in improved student outcomes such as reduced behavioral issues and enhanced student engagement, aligning with the stated goals and activities. The structured and multifaceted approach suggests a thorough effort to create a supportive and enriching learning environment that meets the diverse needs of all students at Country Hills School.

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

N/A

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.

N/A

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.

Integration of Technology and 21st Century Skills

Country Hills Goal 3: Integration of Technology and 21st Century Skills

Country Hills School will develop a robust educational technology program that provides all students with access to 21st-century tools and resources. This initiative is designed to enhance and expand students' learning experiences both inside and outside the classroom, focusing on building critical technological skills, digital literacy, and digital citizenship. By integrating technologies into our curriculum, we aim to foster a dynamic digital learning environment that inspires creativity, enhances collaboration, and improves communication. This comprehensive approach will prepare our students for future academic and career success in a digitally-driven world.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3: Technology and 21st Century Learning

The District will create a comprehensive and aspirational educational technology framework that expands access to rigorous and relevant 21st-century learning tools, resources, and skills for all students. This goal aims to maximize collaboration, improve communication, inspire creativity, cultivate computational thinking skills, and expand learning opportunities beyond the classroom setting, preparing students for college and career success. This goal will empower students to leverage technology effectively, including developments in artificial intelligence that will foster a dynamic digital learning environment that nurtures creativity, critical thinking, collaboration, and digital citizenship skills among all learners.

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.

Addressing Critical Areas for Enhancement

Country Hills School, aligned with broader district goals, has identified several critical areas needing enhancement based on Dashboard and local data analysis. The school has observed a significant disparity in academic performance, particularly among students from economically disadvantaged backgrounds, English Language Learners, and students with disabilities, indicating a proficiency gap in effectively using digital tools for educational purposes.

In response, Country Hills School has initiated several strategic actions. Firstly, the school is bolstering its technology infrastructure and providing comprehensive training for teachers on integrating advanced educational technologies, including AI tools, to tailor learning experiences to diverse student needs. Digital literacy and citizenship will receive focused attention for all students to ensure they can navigate the ever-changing landscape of technological advances. This initiative aims to close the digital literacy gap and enhance 21st-century learning skills among all students. These steps are part of a concerted effort to not only bridge performance gaps but also to cultivate a supportive and inclusive learning environment that fosters both academic success and lifelong well-being for all 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
LCAP survey results of parents, students, and teachers	<p>2023-2024 LCAP Survey on Technology Related Perceptions (Scores Indicate Placement on a 5 point Scale)</p> <ol style="list-style-type: none"> 1. Students are able to receive technology support easily at school 4.0 2. Students have access to technology that supports innovation 4.0 3. Students have easy access to technology-based tools 4.0 4. Students regularly engage in STEM and STEAM lessons 3.7 5. Students regularly use technology 4.3 	Growth across all areas will increase a minimum of 0.1 points

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	<p>Technology Infrastructure</p> <ul style="list-style-type: none"> -1:1 Student Chromebooks -Large Screen Displays in each classroom -Document Cameras -Teacher Laptops -High-Speed Internet 	At Country Hills School, the targeted students to be served will have access to a comprehensive suite of technology resources. This technology-rich environment ensures that all students, regardless of background, are equipped with the tools necessary to engage in advanced learning opportunities and develop essential 21st-century skills.	<p>None Specified</p> <p>None Specified</p>
3.2	<p>Digital Citizenship</p> <ul style="list-style-type: none"> -Common Sense Media Digital Citizenship -SEL Curriculum Adoption -Ref (student computer safety) -Securely Software (student computer safety) 	At Country Hills School, the focus will be on developing responsible digital citizens through the implementation of Common Sense Media Digital Citizenship and the adoption of a Social Emotional Learning (SEL) curriculum. These initiatives are designed to equip all Country Hills students with the	None Specified

		knowledge and skills necessary to navigate the digital world safely and responsibly, while also fostering emotional intelligence and respect for others online.	
3.3	Instructional Support - Professional Learning Digital Citizenship - Professional Learning AI Tools -Professional Learning SEL Related Impact of Technology -Curriculum Adoptions with Technological Resources Incorporated	Students who primarily benefit from the "Instructional Support" activities, such as Professional Learning in Digital Citizenship, AI Tools, SEL Related Impact of Technology, and Curriculum Adoptions with Technological Resources, are those who are part of the integrated learning environments where technology and SEL are emphasized. This includes: All students across various grades who are part of the curriculum that integrates these technological tools and strategies. English Language Learners (ELLs) and students from diverse cultural backgrounds who benefit from inclusive and culturally responsive teaching methods enhanced by advanced technology. Students with disabilities who are supported through tailored educational technologies that cater to diverse learning needs. Students facing socioemotional challenges who gain from SEL-focused educational technologies, promoting better engagement and understanding. These initiatives aim to foster an inclusive, supportive, and technologically adept educational environment that benefits all learners by enhancing their engagement, learning	None Specified None Specified None Specified

		outcomes, and readiness for future technological interactions.	
3.4			None Specified None Specified
3.5			None Specified
3.6	N/A	N/A	None Specified None Specified None Specified None Specified
3.7	N/A	N/A	None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall implementation and effectiveness of Country Hills Elementary's strategies to achieve the goal of integrating technology and 21st-century skills across the curriculum appear robust and strategically aligned with both the district's aspirations and the school's specific educational objectives. The strategies are clearly outlined and include: The school ensures all students have access to essential technology tools such as 1:1 student Chromebooks, large screen displays, document cameras, and teacher laptops, coupled with high-speed internet and a STEAM lab. This infrastructure supports a technology-rich environment conducive to engaging and advanced learning experiences. Through the adoption of the Common Sense Media Digital Citizenship and the SEL curriculum, the school emphasizes responsible digital interactions and emotional learning, ensuring students not only know how to use technology but also understand the implications of their digital actions on themselves and others. Professional learning initiatives focused on digital citizenship, AI tools, and the integration of technology into the curriculum demonstrate a comprehensive approach to equipping teachers to better facilitate a technology-embedded educational experience. The strategies are supported by planned expenditures in professional development and technological tools, indicating a commitment to both resource allocation and the professional growth necessary for successful implementation. The school has set clear, measurable outcomes for these initiatives, such as improved perceptions of technology usage and engagement, which will be monitored through LCAP survey results to assess progress. Overall, these efforts are designed to enhance students'

abilities in collaboration, creativity, communication, and critical thinking, ensuring they are well-prepared for future academic and career challenges in a digitally-driven world.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Safe and Inspiring Learning Environments

Country Hills Elementary will foster a nurturing, secure, and inclusive school environment that enhances student and staff safety and engagement. This goal will be achieved through the implementation of rigorous, evidence-based safety protocols and comprehensive emergency preparedness training for all staff members. By investing in the modernization of our facilities and infrastructure, we will ensure the well-being and optimal learning conditions for our students and educators. Furthermore, the school will incorporate advanced technology and flexible learning spaces to support personalized, collaborative, and inquiry based educational experiences. Country Hills Elementary is committed to developing accessible and inspiring learning environments that support our pursuit of educational excellence and student achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BOUSD Goal 4: Safety and Learning Spaces The District will cultivate a positive, safe, and respectful culture in all its schools that fosters engagement and connectedness among students, parents, and staff. This includes establishing evidence-based safety protocols and comprehensive staff training on emergency preparedness and response. Through strategic investments in facility upgrades and modernization of infrastructure, we will advance safety, holistic wellbeing, and optimal learning conditions for students and staff alike. Additionally, we are committed to integrating state-of-the-art technology, flexible learning environments, and innovative teaching methodologies to promote personalized, collaborative, and inquiry-based learning experiences. We aspire to create inclusive, accessible, and inspiring facilities that reflect our unwavering commitment to excellence in education and student success.

Identified Need

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

Significant areas requiring improvement have been identified through the review of Dashboard and local data, notably among student groups such as those with disabilities. Chronic absenteeism within this group is notably high, categorized in the "Red" performance level. Moreover, students with disabilities also show substantial underperformance in Mathematics, as marked in the "Orange" category. Providing all students at Country Hills with safe and modernized environments, the campus will provide a more welcoming and engaging space to support improvement in these areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Facilities Improvement All buildings will receive paint, carpet, flooring, lighting, and furniture summer 2024 Country Hills will become gated providing one point of entry during school hours and secure from trespassers after-school hours.	The Summer 2024 Facilities Improvement initiatives will support all students and staff. The upgrades to buildings, including new paint, carpet, flooring, lighting, and furniture, are designed to enhance the learning environment for every student and educator in the school. Additionally, the implementation of a gated campus with a single point of entry during school hours will increase security for all members of the school community; ensuring a safer, more controlled environment that helps to prevent unauthorized access and increase the overall safety of students and staff during and after school hours. These improvements are part of a broader effort to create a nurturing, secure, and inclusive environment that supports educational excellence and student achievement.	629,826 District Funded Site refresh- Furniture, paint, flooring, lighting
4.2	Safety -Maintain facilities with the use of Facilities Inspection Tool in the fall of each year earning an exemplary rating. -Comply with Fire Marshall inspection corrections across campus. -Monthly fire drills -Earthquake and lockdown drills held three time annually -Consistent monitoring and communication with custodians and staff as to repairs and safety concerns to be fixed and/or remedied. -Consistently review and follow-up with Maintenance work-orders -All visitors must comply to Raptor Integrated School Safety Software measures (check-in/checkout) -internet ref internet safety	The safety initiatives are designed to support all students, providing them with a secure learning environment. These safety measures are implemented school wide and are crucial for protecting and supporting all students, ensuring they can learn in an environment that is not only conducive to education but also rigorously safeguarded.	
4.4			None Specified
4.5			Donations

4.6			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies designed to fulfill Country Hills Elementary's goal of fostering a safe and inspiring learning environment through comprehensive safety and emergency preparedness are meticulously planned and integrated. The goal is aligned with the broader district objective to cultivate safe, inclusive schools that promote student engagement and success. All school buildings are slated to receive updates including new paint, carpet, flooring, lighting, and furniture by the summer of 2024. This initiative not only aims to enhance the physical environment but also contributes to a more conducive learning atmosphere. Enhancing campus security through the establishment of a gated facility provides controlled access during school hours, effectively limiting unauthorized entry and enhancing safety for both students and staff. The school conducts monthly fire drills and three annual earthquake and lockdown drills. Compliance with Fire Marshal inspection corrections and regular use of a Facilities Inspection Tool are integral parts of maintaining high safety standards. The implementation of Raptor School Safety Software and Ref internet safety measures are strategic moves to manage and monitor safety concerns effectively, enhancing overall campus security. These strategies indicate a proactive approach to addressing safety and facility improvements at Country Hills. By upgrading physical infrastructure and implementing rigorous safety protocols, the school significantly advances its commitment to providing a safe and engaging learning environment. The effectiveness of these activities can be observed in the enhanced safety measures, updated facilities, and the systematic approach to emergency preparedness and response. This comprehensive safety initiative is crucial for fostering a secure and productive educational setting, enabling students to focus on learning without concerns over their physical safety.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
5.1			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$701,121.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$689,201.00
Donations	\$500.00
Parent-Teacher Association (PTA)	\$11,420.00

Subtotal of state or local funds included for this school: \$701,121.00

Total of federal, state, and/or local funds for this school: \$701,121.00

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
LCFF	4471.50	4,471.50
Donations	5500.00	5,000.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	689,201.00
Donations	500.00
Parent-Teacher Association (PTA)	11,420.00

Expenditures by Budget Reference

Budget Reference	Amount
	695,511.00
None Specified	3,920.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	689,201.00
	Donations	500.00
	Parent-Teacher Association (PTA)	7,500.00
None Specified	Parent-Teacher Association (PTA)	3,920.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,295.00
Goal 2	1,000.00
Goal 4	629,826.00

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
- 0 Secondary Students

Name of Members	Role
Jessica Roe	Parent or Community Member
Jamie Smith	Parent or Community Member
Stephanie Chute	Classroom Teacher Parent or Community Member
Justin Trott	Parent or Community Member
Kelly Hertzler	Other School Staff
Sarah Raymond	Classroom Teacher
Kelly Seidl	Classroom Teacher
Shelley Lopez	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Site Counsel

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 May 31, 2023.

Attested:


S. Chute

Principal, Shelley Lopez on May 31, 2024

SSC Chairperson, Mrs. Stephanie Chute on May 31, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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