

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hollydale School	19648736021414	December 03, 2024	December 18, 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 Hollydale School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Hollydale's school plan to meet ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) integrates key strategies to support all students through high-quality instruction, equitable access, and comprehensive support services. Tier 1 instruction emphasizes rigorous, standards-based learning with a focus on deeper learning and readiness for college, career, and life, while differentiated instruction ensures tailored support for diverse learners, including targeted interventions for those below proficiency. Professional development equips educators with tools to implement effective teaching practices and data-driven strategies, fostering continuous improvement. Programs for English Learners (ELs) emphasize both language and content development, supported by scaffolding and sheltered instruction techniques, while students with IEPs benefit from inclusive practices and specialized interventions aligned with their individualized goals.

The goals outlined in our Single Plan for Student Achievement (SPSA) align closely with the LCAP to ensure cohesion across federal, state, and local programs. Efforts to cultivate a nurturing and emotionally safe environment, enhance family and community engagement, and build an inclusive, equitable school district address school climate, belonging, and the well-being of all stakeholders. These actions are bolstered by professional learning and collaboration, ensuring consistency and alignment in meeting the diverse needs of our student population while closing opportunity and achievement gaps. Together, this comprehensive approach reflects our commitment to equitable and effective education for every student.

Educational Partner Involvement

How, when, and with whom did Hollydale 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

Educational partners were consulted as part of the planning process for SPSA. Parents involved in School Site Council gave input on the SPSA, reviewed goals and strategies, and approved the SPSA. ELAC parents also reviewed the SPSA and advised on school programs. In addition to performance data, LCAP and Title I parent survey results, student engagement data, and attendance data, were shared.

Instructional Leadership Team-

September 16 and 23, 2024 - First meeting with Instructional Leadership Team (ILT) -Unpack the vision, roles and responsibilities and Team Effectiveness, Distributed Leadership Connection, Data protocol

October 21 and 28, 2024 - ILT to Teacher Teams, Connection Teams, Introduce the Cycles of Professional Learning

November 14, 2024 - Site ILT to plan delivery of content to TK-8th grade staff of previous meeting

TK-8 Staff Meeting

October 24, 2024 - Reviewed schoolwide data, district goals, and staff provided input on activities and strategies

School Site Council Meetings:

January 23, 2024 Review and approve Hollydale School Safety Plan SB187. Updated parents on student achievement data from the iReady diagnostic II and analyzed student growth in reading and math. Also presented plan for upcoming CAASPP and ELPAC testing. Providing input on LCAP site input survey.

March 19, 2024 - Reviewed data on Attendance, chronic absenteeism, and notification letters.

April 30, 2024 Reviewed current SPSA, current school goals, and continued needs assessment. Received input from parents and school staff on school needs.

October 15, 2024- Overview of legal responsibilities of SSC, bylaws, and election of officers. Also reviewed 2023-2024 School and Student data regarding academic performance, student engagement, and student attendance. Presented 2023-2024 SPSA's goals and strategies and funding sources.

October 22, 2024 - Reviewed the SPSA goals and strategies and provided input and developed goals and strategies for new plan.

October 29, 2024 - Reviewed newly drafted SPSA for 2024-2025 school year with teacher and staff input.

December 6, 2024 - will reviewed final Draft of SPSA and approved

English Learner Advisory Committee Meetings

December 8, 2023 - Reviewed reclassification criteria for English Learners and how students are supported during the day with integrated ELD and during their designated ELD times.

January 23, 2024 - Review and approve Hollydale School Safety Plan SB187 and reviewed the ELPAC summative schedule

February 23, 2024 - Reviewed State testing, and components for each grade level for CAASPP (ELPAC and SBA) Looked at data by grade level and previous years' results.

April 30, 2024 - Reviewed current SPSA, current school goals, and continued needs assessment. Received input from parents and school staff on school needs. Reviewed ATSI and how we plan to support.

October 15, 2024 - Review/Revise/ Adopt By-Laws, review SBAC Results, review English Learner Program, reviewed SPSA goals, strategies, and how the goals will support student learning. Provided calendar dates of SSC, ELAC, and DELAC meetings. Solicited parent input for the SPSA

October 22, 2024 - Reviewed Draft Single School Plan for Student Achievement with Goals and Strategies

December 5, 2024 - Reviewed final draft of SPSA

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Hollydale School faces significant challenges in several areas, including English Learner Progress (Red), English Language Arts, Mathematics, and Chronic Absenteeism (all Orange). English Learners showed only 44.8% making progress, with overall student performance in ELA and Mathematics falling 18.4 and 54.2 points below the standard, respectively. Chronic absenteeism affects 23.8% of students, disproportionately impacting English Learners, socioeconomically disadvantaged students, and students with disabilities. To address these gaps, the school has implemented enhanced English Language Development programs, targeted academic interventions, professional development for teachers, and family engagement strategies to improve attendance. Additionally, mental health resources and Social-Emotional Learning programs are being expanded to foster a supportive and engaging school environment.

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.

Referring to the California School Dashboard, the English Learner Progress indicator shows significant performance disparities. While the overall performance of all students in this category is rated as "Red," long-term English Learners performed far worse, declining by 29.9% and achieving a significantly lower progress rate of only 35.7%. This gap represents a substantial performance disparity, as long-term English Learners are performing well below the already low benchmark for all English Learners. Additionally, in Mathematics, students with disabilities performed 118.3 points below standard, compared to the overall student performance of 54.2 points below standard, a stark two-level difference. These gaps highlight the need for focused interventions targeting these student groups.

Other Needs

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

Based on local diagnostic data (iReady) and the California School Dashboard, Hollydale School shows significant performance gaps in mathematics. Over 75% of students in Grades K-8 are performing below grade level, with 13.5% two or more grades below. Particularly concerning is the persistent underperformance in foundational areas such as number operations and algebraic thinking. Students with disabilities, English Learners, and socioeconomically disadvantaged students demonstrate the widest gaps, with low progression rates and proficiency far below their peers. Efforts to address these gaps include increasing access to targeted interventions like tutoring, implementing adaptive learning tools, and providing professional development for teachers to support differentiated instruction. Additionally, family engagement and attendance initiatives aim to create a more inclusive and supportive learning environment. Despite these efforts, the data underscores the need for comprehensive strategies to improve foundational skills and close achievement gaps across all student groups.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hollydale 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	0.12%	0%	%	1	0	
African American	1.06%	0.5%	0.37%	9	4	3
Asian	0.47%	0.5%	0.62%	4	4	5
Filipino	0.47%	0.5%	0.50%	4	4	4
Hispanic/Latino	95.75%	96.88%	97.15%	812	777	783
Pacific Islander	%	0%	%	0	0	
White	1.18%	1%	0.99%	10	8	8
Multiple	0.83%	0.5%	0.37%	7	4	3
Total Enrollment				848	802	806

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	97	84	68
Grade 1	87	74	73
Grade 2	88	87	78
Grade3	75	94	93
Grade 4	78	80	100
Grade 5	84	80	77
Grade 6	113	103	88
Grade 7	121	100	105
Grade 8	105	100	101
Total Enrollment	848	802	806

Conclusions based on this data:

1. Increase in Hispanic/Latino Enrollment: The percentage of Hispanic/Latino students has increased slightly from 95.7% in 2021-22 to 97.15% in 2023-24. This indicates that Hispanic/Latino students continue to make up the vast majority of the student population, with a small increase in representation over the three years.

2. Overall Enrollment Increase: The total enrollment has increased from 802 students in 2022-23 to 806 students in 2023-24, marking a 1% increase. This increase suggests a slight growth in the student population for the current academic year. The school's overall enrollment has seen a small increase, with Hispanic/Latino students making up an increasing percentage of the total population. The enrollment distribution across grade levels remains relatively stable, with only minor variations year-to-year. These trends suggest a stable student body with consistent demographic representation.
3. A decrease in kindergarten enrollment from 84 to 68 in a K-8 school can impact staffing, funding, and future enrollment. Smaller class sizes may improve student attention but could lead to teacher reassignments or program adjustments. Over time, this decline might reduce funding and resources, reflecting broader demographic shifts or community perceptions of the school. Strategic responses like enhanced marketing, program diversification, and community engagement can help address the decline and stabilize enrollment.

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	201	178	142	24.7%	23.7%	17.6%
Fluent English Proficient (FEP)	163	142	155	20.8%	19.2%	19.2%
Reclassified Fluent English Proficient (RFEP)	122	98	118	5.9%	14.4%	14.6%

Conclusions based on this data:

1. Decline in English Learners (EL): The number of English Learners has steadily decreased over the three years shown (from 201 in 2021-22 to 142 in 2023-24), resulting in a reduction in the percentage of EL students from 24.7% in 2021-22 to 17.6% in 2023-24, a decrease of 6.1%.
2. Reclassified Fluent English Proficient (RFEP) Students: The number of RFEP students has increased from 122 in 2021-22 to 146 in 2023-24. The percentage of RFEP students has also increased from 5.9% to 14.6% over this period, suggesting progress in reclassifying English Learners as proficient.
3. Overall Trend: The data indicates a positive trend in terms of English language acquisition, as more students are moving from EL status to RFEP, meaning they have achieved proficiency and reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	95	96	78	95	95	78	95	95	100.0	100.0	99
Grade 4	81	78	98	81	78	97	81	78	97	100.0	100.0	99
Grade 5	84	81	79	83	81	79	83	81	79	98.8	100.0	100
Grade 6	170	104	90	167	104	90	165	104	90	98.2	100.0	100
Grade 7	94	100	105	94	100	104	94	100	104	100.0	100.0	99
Grade 8	81	100	101	81	100	101	81	100	101	100.0	100.0	100
Grade 11												
All Grades	588	558	569	584	558	566	582	558	566	99.3	100.0	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2410.	2420.	2420.	17.95	23.16	21.05	25.64	21.05	27.37	26.92	27.37	18.95	29.49	28.42	32.63
Grade 4	2468.	2458.	2456.	29.63	16.67	19.59	23.46	26.92	26.80	17.28	26.92	22.68	29.63	29.49	30.93
Grade 5	2510.	2501.	2468.	28.92	27.16	10.13	26.51	22.22	24.05	21.69	22.22	25.32	22.89	28.40	40.51
Grade 6	2506.	2532.	2515.	10.91	22.12	12.22	28.48	28.85	32.22	31.52	21.15	27.78	29.09	27.88	27.78
Grade 7	2560.	2537.	2532.	17.02	14.00	18.27	37.23	31.00	27.88	25.53	27.00	17.31	20.21	28.00	36.54
Grade 8	2585.	2567.	2545.	19.75	13.00	11.88	41.98	41.00	30.69	24.69	24.00	30.69	13.58	22.00	26.73
Grade 11															
All Grades	N/A	N/A	N/A	19.24	19.18	15.72	30.41	28.85	28.27	25.60	24.73	23.67	24.74	27.24	32.33
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.10	12.63	14.74	67.95	70.53	69.47	17.95	16.84	15.79
Grade 4	14.81	11.54	12.37	67.90	70.51	64.95	17.28	17.95	22.68
Grade 5	19.28	19.75	6.33	68.67	55.56	64.56	12.05	24.69	29.11
Grade 6	9.15	19.23	8.89	60.98	51.92	66.67	29.88	28.85	24.44
Grade 7	17.02	16.00	17.31	58.51	57.00	53.85	24.47	27.00	28.85
Grade 8	16.05	18.00	11.88	69.14	58.00	54.46	14.81	24.00	33.66
Grade 11									
All Grades	14.29	16.31	12.19	64.72	60.22	62.01	21.00	23.48	25.80
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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.82	16.84	13.68	58.97	60.00	61.05	28.21	23.16	25.26
Grade 4	12.35	11.54	13.40	66.67	61.54	64.95	20.99	26.92	21.65
Grade 5	25.30	13.58	17.72	48.19	64.20	53.16	26.51	22.22	29.11
Grade 6	10.98	24.04	12.22	60.37	50.96	55.56	28.66	25.00	32.22
Grade 7	29.79	19.00	24.04	55.32	57.00	45.19	14.89	24.00	30.77
Grade 8	24.69	16.00	11.88	60.49	61.00	56.44	14.81	23.00	31.68
Grade 11									
All Grades	18.42	17.20	15.55	58.52	58.78	56.01	23.06	24.01	28.45
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.									

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.54	10.53	13.68	74.36	71.58	60.00	14.10	17.89	26.32
Grade 4	9.88	2.56	10.31	76.54	83.33	72.16	13.58	14.10	17.53
Grade 5	15.66	13.58	13.92	73.49	71.60	72.15	10.84	14.81	13.92
Grade 6	12.20	13.46	10.00	73.17	74.04	81.11	14.63	12.50	8.89
Grade 7	11.70	13.00	10.58	72.34	74.00	75.96	15.96	13.00	13.46
Grade 8	18.52	22.00	14.85	74.07	63.00	72.28	7.41	15.00	12.87
Grade 11									
All Grades	13.08	12.90	12.19	73.84	72.58	72.26	13.08	14.52	15.55
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.									

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.97	16.84	12.63	71.79	58.95	70.53	19.23	24.21	16.84
Grade 4	19.75	10.26	13.40	61.73	73.08	70.10	18.52	16.67	16.49
Grade 5	18.07	17.28	6.33	66.27	62.96	73.42	15.66	19.75	20.25
Grade 6	14.02	26.92	17.78	68.29	59.62	66.67	17.68	13.46	15.56
Grade 7	21.28	15.00	14.42	67.02	69.00	58.65	11.70	16.00	26.92
Grade 8	23.46	25.00	20.79	66.67	67.00	70.30	9.88	8.00	8.91
Grade 11									
All Grades	17.21	19.00	14.49	67.13	64.87	68.02	15.66	16.13	17.49
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. Decline in Overall Achievement: There was a 4% decrease in the percentage of students meeting or exceeding standards in ELA (English Language Arts) from the 2022-23 to the 2023-24 school year. This suggests a slight decline in ELA performance across grades and may indicate a need for targeted academic support.
2. Approximately 62% of students in Grades 3-8 are at or near the reading standard based on the ELA CAASPP reading data. This large percentage of students who are close to meeting the standard indicates that with focused interventions, these students could potentially improve to meet or exceed the standard in future assessments.
3. There was a 1% decrease in the percentage of 3rd through 8th grade students who are above, at, or near the standard in research and inquiry skills. This suggests a slight decline in students' ability to investigate, analyze, and present information effectively. This area may need further instructional focus to prevent further declines.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	95	96	78	95	95	78	95	95	100.0	100.0	99
Grade 4	81	78	98	81	78	98	81	78	98	100.0	100.0	100
Grade 5	84	81	79	82	81	79	82	81	79	97.6	100.0	100
Grade 6	170	104	89	167	104	89	164	104	89	98.2	100.0	100
Grade 7	95	100	105	95	100	103	95	100	103	100.0	100.0	98.1
Grade 8	81	100	101	81	99	101	81	99	101	100.0	99.0	100
All Grades	589	558	568	584	557	565	581	557	565	99.2	99.8	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2401.	2424.	2423.	6.41	20.00	20.00	24.36	27.37	33.68	34.62	24.21	16.84	34.62	28.42	29.47
Grade 4	2451.	2447.	2453.	11.11	7.69	9.18	28.40	21.79	25.51	27.16	43.59	35.71	33.33	26.92	29.59
Grade 5	2478.	2477.	2458.	15.85	12.35	5.06	14.63	20.99	13.92	28.05	25.93	34.18	41.46	40.74	46.84
Grade 6	2458.	2484.	2478.	5.49	15.38	4.49	14.02	15.38	22.47	23.78	23.08	28.09	56.71	46.15	44.94
Grade 7	2516.	2488.	2508.	14.74	8.00	15.53	15.79	15.00	18.45	37.89	31.00	18.45	31.58	46.00	47.57
Grade 8	2509.	2514.	2489.	7.41	14.14	11.88	16.05	17.17	8.91	32.10	22.22	22.77	44.44	46.46	56.44
All Grades	N/A	N/A	N/A	9.64	13.11	11.33	18.07	19.39	20.53	29.78	27.83	25.66	42.51	39.68	42.48

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.82	24.21	30.53	51.28	46.32	45.26	35.90	29.47	24.21
Grade 4	16.05	12.82	14.29	43.21	52.56	51.02	40.74	34.62	34.69
Grade 5	15.85	13.58	11.39	42.68	44.44	39.24	41.46	41.98	49.37
Grade 6	5.49	10.58	4.49	34.76	35.58	47.19	59.76	53.85	48.31
Grade 7	15.79	4.00	14.56	54.74	42.00	40.78	29.47	54.00	44.66
Grade 8	7.41	12.12	8.91	49.38	44.44	39.60	43.21	43.43	51.49
All Grades	11.36	12.75	14.16	44.58	43.81	43.89	44.06	43.45	41.95
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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.26	16.84	14.74	56.41	55.79	54.74	33.33	27.37	30.53
Grade 4	16.05	6.41	6.12	46.91	60.26	56.12	37.04	33.33	37.76
Grade 5	13.41	13.58	5.06	47.56	50.62	54.43	39.02	35.80	40.51
Grade 6	4.88	9.62	5.62	49.39	52.88	61.80	45.73	37.50	32.58
Grade 7	12.63	7.00	18.45	56.84	55.00	43.69	30.53	38.00	37.86
Grade 8	7.41	14.14	10.89	59.26	47.47	43.56	33.33	38.38	45.54
All Grades	9.98	11.31	10.44	52.32	53.50	52.04	37.69	35.19	37.52
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.									

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.97	26.32	14.74	74.36	53.68	64.21	16.67	20.00	21.05
Grade 4	18.52	10.26	12.24	58.02	65.38	64.29	23.46	24.36	23.47
Grade 5	17.07	12.35	2.53	53.66	60.49	64.56	29.27	27.16	32.91
Grade 6	4.27	15.38	7.87	59.76	50.96	61.80	35.98	33.65	30.34
Grade 7	11.58	10.00	18.45	61.05	67.00	51.46	27.37	23.00	30.10
Grade 8	6.17	11.11	10.89	77.78	62.63	51.49	16.05	26.26	37.62
All Grades	10.15	14.36	11.50	63.34	59.78	59.29	26.51	25.85	29.20
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Conclusions based on this data:

1. Based on the Math CAASPP overall achievement data, 32% of 3rd through 8th grade maintained standard exceeded and standard met from 2022-2023 to 2023-2024 school year. 25.66% of students were "Standard Nearly Met" in 2023-2024 indicating that additional support may be needed to improve their performance.
2. The data shows that a significant number of students are below standard in applying mathematical concepts and procedures. For example, in 2023-24, about 51.49% of students across all grades were below standard in this area, suggesting that foundational understanding of mathematics concepts needs to be reinforced.
3. Many students struggle with the ability to support mathematical conclusions through reasoning. In 2023-24, about 29.20% of students across all grades were below standard in communicating reasoning, while 11.50% were above standard. This suggests that students may need more practice and instruction in explaining their mathematical thinking.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1422.8	1431.7	1433.5	1430.2	1430.5	1444.9	1405.1	1434.3	1406.9	33	18	21
1	1434.4	1450.7	1429.9	1444.8	1465.9	1433.3	1423.3	1435.0	1426.4	23	21	16
2	1474.3	1467.9	1467.9	1473.6	1472.5	1484.7	1474.6	1462.9	1450.6	23	23	20
3	1500.5	1493.5	1487.4	1505.1	1492.9	1484.0	1495.4	1493.6	1490.4	15	21	24
4	1489.9	1533.8	1504.3	1499.4	1523.3	1505.6	1479.5	1544.0	1502.5	15	11	19
5	1514.3	1524.3	*	1508.9	1521.2	*	1519.4	1526.7	*	21	12	7
6	1549.6	1548.8	*	1555.9	1549.9	*	1542.9	1547.2	*	30	26	10
7	1583.5	1581.8	1547.3	1595.8	1592.7	1549.0	1570.8	1570.6	1545.1	11	12	20
8	1588.4	*	*	1584.1	*	*	1592.1	*	*	14	9	6
All Grades										185	153	143

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	16.67	14.29	33.33	38.89	52.38	51.52	33.33	33.33	6.06	11.11	0.00	33	18	21
1	4.35	0.00	12.50	21.74	52.38	18.75	47.83	33.33	25.00	26.09	14.29	43.75	23	21	16
2	4.35	4.35	15.79	47.83	52.17	47.37	39.13	34.78	5.26	8.70	8.70	31.58	23	23	19
3	20.00	14.29	8.33	33.33	33.33	37.50	33.33	42.86	45.83	13.33	9.52	8.33	15	21	24
4	13.33	45.45	26.32	60.00	18.18	21.05	13.33	36.36	42.11	13.33	0.00	10.53	15	11	19
5	4.76	16.67	*	52.38	41.67	*	38.10	25.00	*	4.76	16.67	*	21	12	*
6	23.33	26.92	*	60.00	50.00	*	13.33	19.23	*	3.33	3.85	*	30	26	*
7	54.55	58.33	15.00	36.36	41.67	60.00	9.09	0.00	20.00	0.00	0.00	5.00	11	12	20
8	50.00	*	*	42.86	*	*	7.14	*	*	0.00	*	*	14	*	*
All Grades	16.76	18.95	14.79	43.24	43.79	43.66	31.35	28.76	28.87	8.65	8.50	12.68	185	153	142

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.15	5.56	19.05	54.55	44.44	47.62	27.27	38.89	28.57	3.03	11.11	4.76	33	18	21
1	17.39	19.05	25.00	30.43	47.62	25.00	39.13	28.57	18.75	13.04	4.76	31.25	23	21	16
2	26.09	17.39	36.84	30.43	52.17	36.84	39.13	13.04	10.53	4.35	17.39	15.79	23	23	19
3	33.33	33.33	25.00	46.67	38.10	45.83	6.67	23.81	20.83	13.33	4.76	8.33	15	21	24
4	40.00	54.55	42.11	40.00	27.27	42.11	13.33	18.18	5.26	6.67	0.00	10.53	15	11	19
5	14.29	33.33	*	66.67	50.00	*	14.29	8.33	*	4.76	8.33	*	21	12	*
6	46.67	69.23	*	40.00	23.08	*	10.00	0.00	*	3.33	7.69	*	30	26	*
7	63.64	75.00	45.00	36.36	25.00	45.00	0.00	0.00	5.00	0.00	0.00	5.00	11	12	20
8	64.29	*	*	35.71	*	*	0.00	*	*	0.00	*	*	14	*	*
All Grades	31.89	35.95	33.10	43.24	39.22	42.96	19.46	16.99	14.08	5.41	7.84	9.86	185	153	142

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	16.67	9.52	27.27	27.78	33.33	45.45	38.89	57.14	18.18	16.67	0.00	33	18	21
1	4.35	0.00	6.25	8.70	28.57	6.25	47.83	38.10	37.50	39.13	33.33	50.00	23	21	16
2	4.35	4.35	5.26	47.83	30.43	36.84	21.74	39.13	21.05	26.09	26.09	36.84	23	23	19
3	13.33	9.52	0.00	20.00	23.81	25.00	40.00	42.86	58.33	26.67	23.81	16.67	15	21	24
4	6.67	27.27	5.26	13.33	18.18	21.05	46.67	36.36	42.11	33.33	18.18	31.58	15	11	19
5	0.00	0.00	*	23.81	50.00	*	57.14	25.00	*	19.05	25.00	*	21	12	*
6	6.67	11.54	*	33.33	38.46	*	53.33	42.31	*	6.67	7.69	*	30	26	*
7	9.09	16.67	5.00	72.73	58.33	25.00	9.09	25.00	45.00	9.09	0.00	25.00	11	12	20
8	42.86	*	*	35.71	*	*	21.43	*	*	0.00	*	*	14	*	*
All Grades	9.19	9.15	4.93	29.73	33.33	23.24	41.08	37.91	50.00	20.00	19.61	21.83	185	153	142

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	5.56	28.57	72.73	83.33	66.67	9.09	11.11	4.76	33	18	21
1	13.04	52.38	28.57	78.26	42.86	50.00	8.70	4.76	21.43	23	21	14
2	13.04	21.74	27.78	78.26	60.87	61.11	8.70	17.39	11.11	23	23	18
3	40.00	14.29	28.57	53.33	76.19	66.67	6.67	9.52	4.76	15	21	21
4	33.33	45.45	27.78	60.00	45.45	72.22	6.67	9.09	0.00	15	11	18
5	14.29	25.00	*	80.95	50.00	*	4.76	25.00	*	21	12	*
6	30.00	20.83	*	63.33	70.83	*	6.67	8.33	*	30	24	*
7	27.27	10.00	23.53	72.73	90.00	64.71	0.00	0.00	11.76	11	10	17
8	21.43	*	*	78.57	*	*	0.00	*	*	14	*	*
All Grades	22.16	22.82	25.20	71.35	66.44	66.14	6.49	10.74	8.66	185	149	127

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.12	5.56	20.00	75.76	77.78	75.00	12.12	16.67	5.00	33	18	20
1	13.04	9.52	7.14	60.87	76.19	78.57	26.09	14.29	14.29	23	21	14
2	30.43	30.43	47.37	56.52	56.52	36.84	13.04	13.04	15.79	23	23	19
3	60.00	38.10	31.82	20.00	47.62	63.64	20.00	14.29	4.55	15	21	22
4	46.67	60.00	52.63	46.67	40.00	31.58	6.67	0.00	15.79	15	10	19
5	33.33	75.00	*	57.14	16.67	*	9.52	8.33	*	21	12	*
6	73.33	88.00	*	23.33	8.00	*	3.33	4.00	*	30	25	*
7	81.82	90.91	88.89	18.18	9.09	11.11	0.00	0.00	0.00	11	11	18
8	78.57	*	*	21.43	*	*	0.00	*	*	14	*	*
All Grades	42.70	45.33	47.33	46.49	44.67	45.04	10.81	10.00	7.63	185	150	131

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.12	22.22	9.52	69.70	66.67	90.48	18.18	11.11	0.00	33	18	21
1	8.70	9.52	12.50	52.17	38.10	18.75	39.13	52.38	68.75	23	21	16
2	0.00	0.00	15.79	73.91	78.26	42.11	26.09	21.74	42.11	23	23	19
3	13.33	4.76	0.00	40.00	47.62	61.90	46.67	47.62	38.10	15	21	21
4	6.67	18.18	0.00	53.33	45.45	36.84	40.00	36.36	63.16	15	11	19
5	4.76	8.33	*	61.90	50.00	*	33.33	41.67	*	21	12	*
6	10.00	8.70	*	56.67	56.52	*	33.33	34.78	*	30	23	*
7	27.27	20.00	6.25	63.64	70.00	50.00	9.09	10.00	43.75	11	10	16
8	42.86	*	*	50.00	*	*	7.14	*	*	14	*	*
All Grades	11.89	9.46	6.92	59.46	56.08	53.85	28.65	34.46	39.23	185	148	130

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	38.89	40.00	27.27	44.44	50.00	39.39	16.67	10.00	33	18	20
1	0.00	4.76	7.69	69.57	71.43	61.54	30.43	23.81	30.77	23	21	13
2	17.39	4.35	11.11	73.91	82.61	55.56	8.70	13.04	33.33	23	23	18
3	20.00	28.57	14.29	66.67	61.90	76.19	13.33	9.52	9.52	15	21	21
4	13.33	40.00	38.89	66.67	50.00	55.56	20.00	10.00	5.56	15	10	18
5	14.29	8.33	*	80.95	75.00	*	4.76	16.67	*	21	12	*
6	13.33	42.31	*	80.00	53.85	*	6.67	3.85	*	30	26	*
7	27.27	45.45	11.76	72.73	54.55	88.24	0.00	0.00	0.00	11	11	17
8	7.14	*	*	92.86	*	*	0.00	*	*	14	*	*
All Grades	16.76	25.17	19.05	67.03	62.91	69.05	16.22	11.92	11.90	185	151	126

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. There was a slight reduction in the percentage of English Learner (EL) students tested, dropping from 19% in the previous year to 17% in the 2023-2024 school year. This decrease suggests fewer EL students were assessed, potentially due to changes in enrollment or reclassification rates.
2. There was a 4% decrease in the number of students scoring at Levels 3 and 4 (higher proficiency levels) in the overall language domain from the 2022-2023 to the 2023-2024 school year. This decline may indicate challenges in advancing language proficiency among EL students, highlighting a potential area for intervention.
3. Only 7% of students scored at the "Well-Developed" performance level in the reading domain. This low percentage suggests that reading comprehension and proficiency are areas where many EL students struggle, and additional support may be needed to improve reading skills.

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
802	88.7	22.2	0.4
Total Number of Students enrolled in Hollydale 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	178	22.2
Foster Youth	3	0.4
Homeless	11	1.4
Socioeconomically Disadvantaged	711	88.7
Students with Disabilities	100	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.5
Asian	4	0.5
Filipino	4	0.5
Hispanic	777	96.9
Two or More Races	4	0.5
White	8	1

Conclusions based on this data:

1. Based on the 2022-2023 student population data, the conclusions provided indicate that the proportions of English learners, socioeconomically disadvantaged students, and students with disabilities remain stable over time, suggesting limited demographic shifts in these groups.

2. A significant percentage of the student population (88.7%) is identified as socioeconomically disadvantaged. This indicates that a large proportion of students may face financial and social challenges that could impact their academic performance and access to resources.
3. About 22.2% of the students are classified as English Learners. This suggests a need for ongoing support in English language acquisition to help these students succeed academically, especially in core content areas high in academic language and literacy.

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.

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic Performance in ELA, Math, and English Learner Progress: All three areas are rated as "Yellow," indicating moderate performance levels. This suggests that while students are making some progress in English Language Arts (ELA), Mathematics, and English language proficiency, there is room for improvement in these academic areas to achieve higher performance ratings.

2. Chronic Absenteeism as an Area of Need: Academic engagement, specifically in chronic absenteeism, is also rated "Yellow," highlighting that student attendance is an ongoing challenge. Chronic absenteeism can negatively impact student learning, suggesting a need for strategies to improve attendance and engage students.
3. Suspension Rate: The suspension rate is rated as "Orange," indicating a higher-than-desired level of suspensions. This rating suggests that the school may need to implement or strengthen positive behavior interventions and support programs to improve school climate and reduce suspension rates.

School and Student Performance Data

Academic Performance English Language Arts

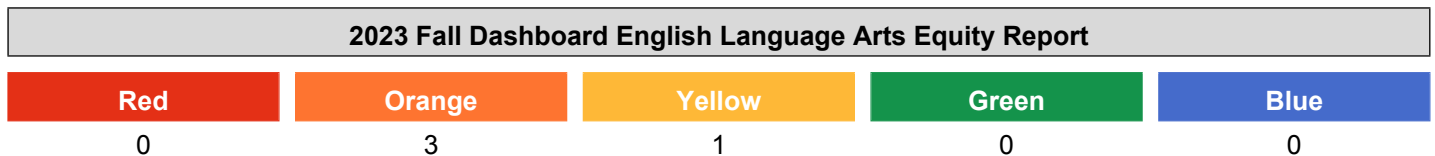
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 3.5 points below standard Maintained -2.3 points 539 Students	English Learners Orange 39.2 points below standard Decreased Significantly -25.3 points 139 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Orange 7.3 points below standard Decreased -4.7 points 483 Students	Students with Disabilities Orange 85.7 points below standard Increased +5.1 points 75 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.8 points below standard Maintained -1.6 points 521 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 7 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	Reclassified English Learners	English Only
91.8 points below standard Decreased Significantly -30.9 points 59 Students	0.4 points below standard Decreased Significantly -39.8 points 80 Students	2.7 points below standard Increased +3.2 points 308 Students

Conclusions based on this data:

1. Student Groups with Lower Performance: The student groups performing at the "Orange" level, indicating lower performance, include: English Learners: Scored 39.2 points below the standard, with a significant decrease of 25.3 points. Socioeconomically Disadvantaged Students: Scored 7.3 points below the standard, with a decrease of 4.7 points. Students with Disabilities: Scored 85.7 points below the standard, though they showed an improvement of 5.1 points. This highlights that these groups may need targeted support to improve their ELA performance.
2. Overall Academic Performance: All students scored 3.5 points below the standard in ELA, maintaining a similar performance with a slight decrease of 2.3 points from the previous assessment period. This indicates that overall ELA performance is stable but still slightly below the grade-level standard.
3. English Learner Performance Comparison: Current English Learners scored 91.8 points below the standard, with a significant decrease of 30.9 points. Reclassified English Learners performed much closer to the standard, scoring only 0.4 points below, though they also saw a decrease of 39.8 points. English Only students scored 2.7 points below the standard, with a minor improvement of 3.2 points. These results indicate that English Learners who have been reclassified are performing closer to the standard, but current English Learners are experiencing considerable challenges in ELA.

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.

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





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






This section provides number of student groups in each level.

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

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  Yellow 52.8 points below standard Increased +5 points 538 Students	English Learners  Orange 88 points below standard Decreased Significantly -24.6 points 139 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 57.4 points below standard Maintained +2 points 482 Students	Students with Disabilities  Red 152 points below standard Decreased -5.5 points 75 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52.2 points below standard Increased +5.4 points 520 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 7 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	Reclassified English Learners	English Only
139.9 points below standard Decreased Significantly -27.3 points 59 Students	49.8 points below standard Decreased Significantly -42.2 points 80 Students	52.7 points below standard Increased +9.6 points 307 Students

Conclusions based on this data:

- Overall Mathematics Performance: All students performed at the "Yellow" level in mathematics, with an average of 52.8 points below the standard. There was a positive increase of 5 points from the previous assessment, indicating slight improvement but still below the grade-level standard.
- Student Groups with Lower Performance: English Learners performed at the "Orange" level, scoring 88 points below the standard and showing a significant decrease of 24.6 points. This decline highlights a need for targeted support for English Learners in mathematics. Socioeconomically Disadvantaged Students also performed at the "Orange" level, scoring 57.4 points below the standard with a minor increase of 2 points, suggesting stability but still below the desired level. Students with Disabilities were rated "Red," the lowest performance level, with scores 152 points below the standard and a decrease of 5.5 points. This indicates a significant gap in mathematics achievement for this group.
- Mathematics Performance Among English Learners: Current English Learners scored 139.9 points below the standard, with a significant decrease of 27.3 points, highlighting challenges in meeting mathematics standards. Reclassified English Learners scored 49.8 points below the standard, showing a substantial decrease of 42.2 points. English Only students scored closer to the standard at 49.2 points below, with a notable improvement of 9.6 points.

School and Student Performance Data

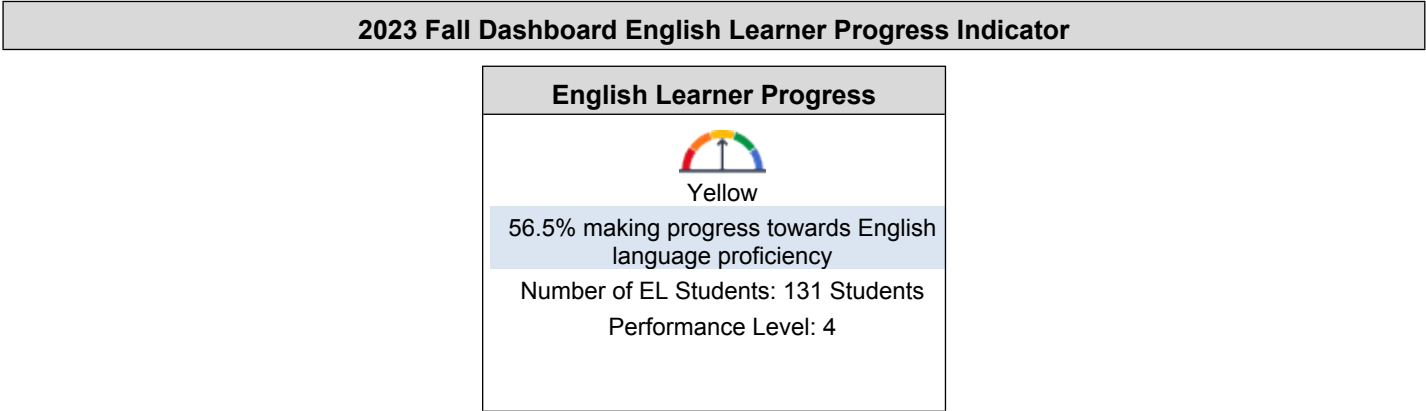
Academic Performance English Learner Progress

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.

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

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



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
21	36	0	74

Conclusions based on this data:

- Overall Progress in English Proficiency: Approximately 56.5% of English Learner (EL) students are making progress toward English language proficiency. This places the EL Progress Indicator at the "Yellow" performance level, indicating moderate progress but with room for improvement to help more students reach proficiency.
- Decline in Proficiency for Some Students: About 16% of EL students decreased by at least one English Language Proficiency Indicator (ELPI) level. This decline suggests that a portion of the EL population may be struggling to retain or build on their English proficiency, highlighting a need to identify these students and provide additional support.
- While over half of the EL students are progressing in English proficiency, a notable portion (16%) has shown a decline. Targeted support for these students could help prevent further decreases and encourage steady progress toward proficiency for all EL students.

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.

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

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



This section provides number of student groups in each level.

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



26.5% Chronically Absent

Declined Significantly -10.4

826 Students

English Learners



21.6% Chronically Absent

Declined Significantly -13.4

185 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

53.3% Chronically Absent

0

15 Students

Socioeconomically Disadvantaged



26.7% Chronically Absent

Declined Significantly -10.8

745 Students

Students with Disabilities






29.4% Chronically Absent

Declined -2.6

119 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.5% Chronically Absent Declined Significantly -10.9 800 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

Conclusions based on this data:

- Overall Chronic Absenteeism for All Students: The chronic absenteeism rate is at the "Yellow" level, with 26.5% of all students being chronically absent. This rate represents a significant decline of 10.4 percentage points, indicating some improvement in student attendance but still reflecting a need for continued focus.
- Chronic Absenteeism Among Key Student Groups: English Learners: 21.6% are chronically absent, rated at the "Yellow" level, with a significant decline of 13.4 percentage points. This indicates progress in attendance within this group but also highlights room for improvement. Socioeconomically Disadvantaged Students: 26.7% are chronically absent, rated "Yellow," with a decline of 10.8 percentage points. Despite improvement, attendance remains a concern. Students with Disabilities: 29.4% are chronically absent, rated "Orange," with a decline of 2.6 percentage points. This group has the highest absenteeism rate, suggesting a need for targeted interventions to support regular attendance.
- The data indicates that while there have been significant improvements in chronic absenteeism rates across various student groups, attendance remains a notable area of concern, especially for students with disabilities, who have the highest absenteeism rate at the "Orange" level. Continued efforts to improve attendance, particularly for high-need groups, could support better academic engagement and outcomes.

School and Student Performance Data

Conditions & Climate Suspension Rate

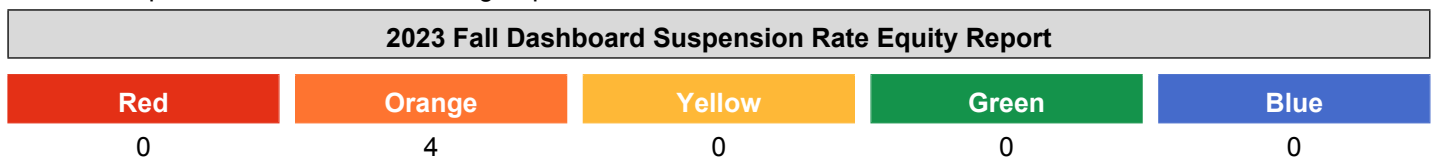
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.8% suspended at least one day Increased 1.4 834 Students	English Learners  Orange 1.6% suspended at least one day Increased 1.2 189 Students	Foster Youth Less than 11 Students 5 Students
Homeless 0% suspended at least one day 16 Students	Socioeconomically Disadvantaged  Orange 1.6% suspended at least one day Increased 1.3 752 Students	Students with Disabilities  Orange 5% suspended at least one day Increased 4.3 119 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 Less than 11 Students 5 Students	Filipino Less than 11 Students 4 Students
Hispanic  Orange 1.5% suspended at least one day Increased 1.3 808 Students	Two or More Races Less than 11 Students 5 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 8 Students

Conclusions based on this data:

- Overall Suspension Rate: The suspension rate for all students is at the "Orange" level, with 1.8% of students suspended at least one day. This represents an increase of 1.4 percentage points, indicating a rise in suspensions that suggests a need for improved behavioral support and intervention.
- Suspension Rates Among Key Student Groups: English Learners: Suspensions are at the "Orange" level, with 1.6% of English Learners suspended at least one day, an increase of 1.2 percentage points. This increase highlights a need for targeted support to reduce suspensions among English Learners. Socioeconomically Disadvantaged Students: Also rated "Orange," with 1.6% suspended at least one day, and an increase of 1.3 percentage points. This indicates that students facing economic challenges may benefit from additional resources to prevent suspensions. Students with Disabilities: This group has the highest suspension rate at 5%, rated "Orange," with an increase of 4.3 percentage points. This suggests that students with disabilities may need additional behavioral support and interventions to address this elevated suspension rate.
- The data indicates an increase in suspension rates across multiple student groups, particularly for students with disabilities, socioeconomically disadvantaged students, and Hispanic students. The "Orange" rating for these groups suggests a need for enhanced behavioral interventions, support programs, and resources to reduce suspension rates and improve school climate.

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

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.

As part of the comprehensive needs assessment, educational partners examined parent surveys, ELPAC Scores, state assessment results, and grades. The 2024 SBA and CAST assessment data showed growth in ELA, Math, and ELPAC results. Results continue to indicate a need to provide high quality data-driven first best instruction using effective instructional strategies, gradual release of scaffolds and formative assessments. The data indicates a need to provide effective interventions using the CA MTSS model with progress monitoring tools to measure growth.

ELA Identified Need

The data suggests that English Learners, socioeconomically disadvantaged students, and students with disabilities are the primary groups needing additional support to improve ELA performance. Reclassified English Learners show promising progress, performing near the standard, while current English Learners face significant gaps. Targeted interventions such as ELA and reading intervention teachers, after school tutoring, and collaborative planning for differentiated instruction for these groups may help close the achievement gap in ELA.

Math Identified Needs

The data indicates that while overall mathematics performance for all students is rated as "Yellow," specific student groups, particularly English Learners, socioeconomically disadvantaged students, and students with disabilities, are struggling. Students with disabilities are performing at the lowest level, "Red," indicating an urgent need for support. Targeted interventions in mathematics as Math intervention teachers, after school tutoring, and collaborative planning for differentiated instruction, and parent support nights for math planning for these groups could help bridge the performance gap.

English Learner Identified Need

While over half of the EL students are progressing in English proficiency, a notable portion (16%) has shown a decline. Targeted support for these students including collaborative planning for differentiated instruction for ELD, parent support meetings instruction could help prevent further decreases and encourage steady progress toward proficiency for all EL 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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 44% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (47%)
CAASPP Math Percent Met or Exceeded (All grades all students)	Math at 32% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (35%)

(Test Results for California's Assessments website)		
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 19% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (22%)
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	56.5% making progress Yellow Status CA School Dashboard Fall 2023	Increase English Learners making progress by 3% (59.5%)
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 45% Diagnostic 3 School Year 2023-2024	Increase percent meeting typical growth in reading by 3% (48%)
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 41% Diagnostic 3 School Year 2023-2024	Increase percent meeting typical growth in math by 3% (44%)

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	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collaboration teams.	District Funded
1.2	3 AVID Sections. AVID is an academic acceleration program that aims to prepare students in the academic middle for four-year colleges. The AVID elective curriculum features writing, inquiry, collaboration, organization, reading, note-taking, and study skills. The AVID elective teacher is responsible for supporting students' academic success across content areas.	AVID Elective Students	Master Schedule School Site AVID Plan i-Ready (MS only) Grades A-G completion (HS only) AVID Certification Instrument	District Funded
1.3	Elementary PE Teachers provide physical education to students based on their grade level standards	TK-5 students	Class activities and student participation per the school/grade level schedule for PE.	District Funded
1.4	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade	District Funded

			level schedule for music	
1.5	PLTW Teachers supporting STEM education with elementary students	TK-5 Students	PLTW Class activities and student participation per the school/grade level schedule	
1.6	ELA Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.7	Math Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.8	Identify professional development to support our special education teachers and paraprofessionals to emphasize inclusivity, individualized support, and collaboration among educators, specialists, families, and students. The program should incorporate evidence-based interventions like ABA and TEACCH, and structured learning environments tailored to sensory needs. It should promote inclusion in general education settings with peer buddy systems and co-teaching models, while also providing targeted social-emotional learning (SEL) and communication supports like AAC tools. Staff should receive specialized training on autism awareness and behavioral strategies. Proactive behavior management plans, crisis intervention training, and ongoing progress monitoring would ensure the program's effectiveness. With a focus on fostering independence, social skills, and academic success, the program should prepare students for transitions and lifelong learning while creating a supportive, equitable school environment.	Students with IEP's	Academic progress Behavior outcomes Student engagement Family and staff feedback	15635 Title I Part A: Allocation
1.9	Extra Hours for teaching staff to participate in collaborative curriculum planning for differentiated instruction to support students in Math, ELA, and English Language Development.	All students	Lesson Plans, instructional observations	5000 Title I Part A: Allocation
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and	All Students	ILT Professional Development activities and meetings	District Funded

	learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.		Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

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.

n/a

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

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.

Paramount Unified School District focuses on empowering students and educators through collaborative, rigorous learning aligned with grade-level standards in a safe, inclusive environment. Hollydale School leverages Instructional Leadership Teams (ILT) to enhance teaching, learning, and leadership skills, guided by data to address both academic and social-emotional needs. This is done through focus collaborative planning in order to differentiate instruction to best meet the needs of our 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
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

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	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025 Current School Site AVID Plans Pre-Conference meeting by the end of May 2025 AVID 2025-2026 Site Plan development at the conference	District Funded

2.2	Extra Hours for ILT Team members: follow-up site meetings focused on planning grade-level team training. This training could take place during grade level collaboration or staff meetings, supporting the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Develop and deliver professional development to train staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and team-level trainings.	5000 Title I Part A: Allocation
2.3	Release time for content level teams and/or grade level teams focused on the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Participate in professional development trainings on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and team-level trainings.	10000 Title I Part A: Allocation
2.4	Extra hours for both elementary and middle school AVID Site coordinators to facilitate professional development, assisting with meeting AVID site plan goals by gathering data and student work, and facilitating with parent workshops	All students	Agendas, sign-in forms, presentations, surveys	10000 Title I Part A: Allocation
2.5	Identify field trips to provide opportunities to attend community locations or have the representatives come to the school.	All students	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports)	10000 Title I Part A: Allocation

			Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	
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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.

n/a

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

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.

As part of the comprehensive needs assessment, parent and educational partners examined the chronic absenteeism rate, Suspension rate, and reviewed the California Healthy Kids Survey.

Chronic Absenteeism

The data indicates that while there have been significant improvements in chronic absenteeism rates across various student groups, attendance remains a notable area of concern, especially for students with disabilities, who have the highest absenteeism rate at the "Orange" level. Continued efforts to improve attendance, particularly for high-need groups, could support better academic engagement and outcomes.

Suspension Data

The data indicates an increase in suspension rates across multiple student groups, particularly for students with disabilities, socioeconomically disadvantaged students, and Hispanic students. The "Orange" rating for these groups suggests a need for enhanced behavioral interventions, support programs, and resources to reduce suspension rates and improve school climate.

Hollydale Elementary needs targeted interventions to address issues identified in the California Healthy Kids Survey. To combat bullying and safety threats, the school should implement stronger anti-bullying programs, enhance supervision, and provide clear reporting and response mechanisms. Emotional well-being initiatives should include mental health support services and programs that teach coping skills. To address school boredom and lack of engagement, the curriculum should be diversified to include more interactive and stimulating activities, and opportunities for meaningful student participation in school decisions should be increased. Ensuring fair disciplinary practices requires training for staff on equitable behavior management strategies. Lifestyle concerns, such as late bedtimes and minimal alcohol use, can be mitigated with wellness education for students and families. These interventions collectively aim to improve safety, emotional health, and engagement among students?.

To address the identified mental health needs at Hollydale School, several interventions are critical. The rising concerns of chronic sadness, emotional distress, and declining life satisfaction and optimism among students necessitate stronger mental health support systems. Interventions should include expanded access to counseling services, early identification programs for at-risk students, and the development of resilience-building initiatives focused on coping strategies and stress management. Preventative measures such as peer support networks, awareness campaigns about mental health challenges, and collaboration with families to mitigate external stressors are also essential. These actions aim to foster a supportive school environment and improve overall student 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
Suspension Rate Indicator (CA School Dashboard)	1.8% Orange status CA School Dashboard Fall 2023	Decrease suspension rate by 1% (.8%)
Cumulative attendance (PUSD Dashboard)	93.2% EOY 2023-2024	Increase cumulative EOY attendance rate by 3% (95.2%)
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	26.5% Yellow status CA School Dashboard Fall 2023	Decrease chronic absenteeism rate by 3% (23.5%)
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 62% 7th: 47%	Increase caring adults in school by 5% 5th (67%) and 7th (62%)
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 73% 7th: 55%	Increase student-feel safe at school by 5% 5th (78%) and 7th (60%).
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 69% 7th: 53%	Increase student school connectedness by 5% 5th (74%) and 7th (58%)

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	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices. Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.	District Funded

			Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.	
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded District Funded
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Identify professional development in addressing behaviors to cultivate a nurturing and safe learning environment for classroom teachers and staff. This would include consultants, observation, modeling, and reflection.	All Students	SEL data (attendance, behavior, etc.) Student grades	10000 Title I Part A: Allocation
3.5	Mental Health/SEL Professional Development for Teachers and Staff focuses on equipping educators with the skills to support students' mental	All students	Classroom observations Student achievement data (such as the	10000 Title I Part A: Allocation

	health and social-emotional learning (SEL) needs while fostering a culture of empathy, resilience, and inclusion. Key activities include ongoing workshops on trauma-informed practices and resilience-building, integrating SEL into the curriculum, and distributing mental health toolkits. Collaborative learning communities will enable staff to share strategies and address challenges collectively, while partnerships with mental health organizations provide expert guidance. Additional initiatives, such as teacher wellness programs and cultural competency training, ensure staff well-being and inclusivity in addressing diverse student needs. Progress will be monitored through feedback and regular assessments to refine and adapt the program, ensuring its effectiveness in creating a supportive and equitable school environment.		California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	
3.14	Contract for BCBA Support for Middle School teachers to support the whole child as they transition from elementary school to high school	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	20000 Title I Part A: Allocation
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
3.24	School Nurses	All Students	Students working with Nurse including those with specific health	District Funded

			conditions that require a Nurses support.	
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

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.

N/A

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

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 needs based on Title I and LCAP Survey:

239 parents participated in the Title I and LCPAP Survey for 2024. Based on survey results the following needs were identified:

Enhance Communication: While parents feel informed there is room to focus on increasing outreach for seeking parent input could strengthen the partnership between school and families.

Increase Awareness of Programs: 78% of parents surveyed were unaware of the various programs offered at Hollydale. Programs like Block Scheduling, AVID, ELOP Enrichment Opportunities, Think Together, Inclusive classrooms could be promoted more to increase participation.

Focus on Academic Rigor: While parents generally felt they understood what classes their children were taking there was a need for parents to want to be more engagement regarding academic challenges and expectations which can improve perceptions of rigor as 50% of a parents felt they could learn more.

Support Parent Involvement: Only 11% of parents surveyed reported attending one or more parent involvement nights so organizing more workshops and inclusive events can make parents feel more valued in their child's education.

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
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	80% School Year 2023-2024	Increase Families report using Parent Portal (Parent Square) at least one a week by 3% (83%)
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	95% School Year 2023-2024	Increase Families agree or strongly agree this school is welcoming to parents by 3% (98%)
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	86% School Year 2023-2024	Increase This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) by 3% (89%)
Families report attending events (Title I/LCAP Parent Survey)	181 parents - Open House 192 parents - Back to School Night 28 parents -Parent Education Classes	Increase families reporting attending events by 3%

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	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	District Funded
4.2	College and Career Day: An event that has local college representatives, local community members and alumni in different careers who come to campus and explain their careers and the training/ schooling needed to be in their respective fields allowing students to gain a broader understanding off different fields and paths to take after high school.	All Students	Committee Meeting Agenda Sign-in sheets minutes Parent Exit Surveys	1000 Title I Part A: Parent Involvement
4.3	Family Engagement Events and information: Even nights that encourage community involvement and investment but also give parents resources that will better equip them for helping their children such as: Mental Health and SEL awareness, curriculum awareness (ELA, Math, ELD), and attendance awareness. These events would be focus on helping parents support their child in academics and with attendance and social emotional health all of which can be barriers that affect a Childs performance in school.	All students	Committee Meeting Agenda Sign-in sheets minutes Parent Exit Surveys	1676 Title I Part A: Parent Involvement
4.4	Family Art Night/ Concerts: Given Hollydale' s unique setting s K-8 school with an autism program family art night/ concerts would be very beneficial in an effort to promote inclusivity amongst the student population and community, create/ deepen connections to school encourage active participation and school attendance, it would create a non-intimating entry point for families who may feel hesitant to engaging with traditional academic events, endorse community connections and cultural diversity, and creates a	All students	Committee Meeting Agenda Sign-in sheets minutes Parent Exit Surveys	1000 Title I Part A: Parent Involvement

	welcoming environment to build connections amongst school and families.			
4.5	Family Activity Night - an opportunity for the community to engage in math, reading, VAPA, and SEL activities. A committee of staff members would plan and facilitate these events. Extra Hours would be needed.	All students	Committee agendas Sign-in sheets minutes	10000 Title I Part A: Allocation

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.

n/a

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

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 identified needs at Hollydale School, derived from various reports and surveys, highlight significant areas requiring attention to build a more inclusive and equitable school environment. The California School Dashboard indicates persistent academic challenges, with students scoring 18.4 points below standard in English Language Arts and 54.2 points below in Mathematics, disproportionately impacting English Learners, socioeconomically disadvantaged students, and students with disabilities. Chronic absenteeism remains a concern at 23.8%, particularly among these key student groups. The California Healthy Kids Survey highlights emotional and social challenges, such as chronic sadness (37% in elementary and 41% in middle school) and a high prevalence of bullying and safety concerns, with 42% of elementary students reporting seeing weapons at school. Parent feedback underscores the need for fairer disciplinary practices and greater engagement opportunities, with only 22% of students feeling disciplinary actions are equitable and only 34% reporting meaningful participation at school. Interventions must address these gaps through targeted academic support, expanded mental health resources, anti-bullying initiatives, and measures to enhance student and family engagement. Prioritizing equity-focused strategies can help address these disparities, fostering an inclusive and supportive learning environment for all.

1. Targeted Academic Support:

Implement intervention programs for English learners and struggling students in ELA and Math. Enhance access to bilingual education resources and professional development for teachers.

2. Fostering Belonging and Respect:

Strengthen anti-bullying campaigns and peer mentorship programs. Enhance school safety protocols to address weapon visibility and related concerns.

3. Expanding Mental Health Services:

Increase access to school counselors and therapists, and introduce regular mental health screenings. Implement social-emotional learning (SEL) curricula to build resilience and coping skills.

4. Encouraging Student and Family Engagement:

Create opportunities for meaningful student participation in decision-making processes. Foster partnerships with families to improve attendance and support at-home learning.

5. Equitable Discipline Practices:

Develop restorative justice programs to address conflicts constructively and equitably. Provide staff training on implicit bias and culturally responsive practices.

6. Enhanced Teacher Support:

Provide ongoing professional development on equity-focused teaching strategies. Encourage collaboration among staff to share best practices for supporting diverse learners.

7. Celebrating Diversity:

Incorporate cultural competence in curricula and school events. Highlight the contributions of different racial and ethnic groups represented in the school community.

By addressing these identified needs with targeted interventions, Hollydale can foster a more inclusive and equitable learning environment 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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 44% School Year 2023-2024 English Learners: 14% African American: 0% Hispanic: 44% SPED: 17% Foster Youth: N/A SED: 43% LTEL: 0%	Increase all student groups by 3% in standard met or exceeded in CAASPP ELA.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 32% School Year 2023-2024 English Learners: 13% African American: 0% Hispanic: 32% SPED: 14% Foster Youth: N/A SED: 31% LTEL: 0%	Increase all student groups by 3% in standard met or exceeded in CAASPP Math.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 19% School Year 2023-2024 English Learners: 0% African American: N/A Hispanic: 19% SPED: 4% Foster Youth: N/A SED: 21% LTEL:	Increase all student groups by 3% in standard met or exceeded in CAST.
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	56.5% making progress Yellow Status Decreased 1 ELPI Level: 16% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 27.5% Maintained ELPI Level 4: N/A Progressed 1 ELPI Level: 56.5% CA School Dashboard Fall 2023	Increase English Learner Proficiency Indicator by 3% (56.5%)
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 47% Diagnostic 3 School Year 2023-2024 English Learners: 44% African American: 50% Hispanic: 47% SPED: 50%	Increase all student groups by 3% in meeting typical growth in Reading iReady.
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 41% Diagnostic 3 School Year 2023-2024 English Learners: 36% African American: 50% Hispanic: 41% SPED: 45%	Increase all student groups by 3% in meeting typical growth in Math iReady.

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	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Tutors: Under the supervision of the site principal and AVID coordinator and AVID elective teacher, AVID Tutors assist students in academic subjects in order to develop habits of mind and higher standards of academic achievement among students which will increase postsecondary educational options upon high school graduation. AVID Tutors are distinguished from other Tutors and Instructional Aides/Assistants in that AVID Tutors are trained in the use of AVID strategies to enhance academic performance of targeted high school students and serve as role models and mentors.	AVID Elective Students AVID Excel	AVID Tutor Evaluation Grade Data	District Funded
5.3	CTEIG Match: Program established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education. For any funding received from this program, EC Section 53071(a)(1)(D)(i) requires a local match from fiscal year (FY) 2024–25 of two dollars (\$2) for every one dollar (\$1).	All Students	Quarterly Budget Revisions Allowable and Non-Allowable Expenditures Yearly Budget reporting	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment	All Students	Student Grades (Secondary by	District Funded

	<p>opportunities tailored to the needs of diverse learners, including:</p> <p>1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency.</p> <p>2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.</p> <p>3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.</p> <p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>		<p>Quarter, Elementary by Trimester)</p> <p>K-8 i-Ready assessment data</p> <p>ELPAC</p>	District Funded
5.5	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state and federal categorical/special programs provided at the school site.	All Students	<p>Student achievement data (such as the California Dashboard and i-Ready)</p> <p>Student SEL data (such as attendance, behavior, and counseling supports)</p> <p>Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)</p>	District Funded
5.8	Arts Integration through the core content in all grades: Brining in a consultant to aide in arts integration through core content and help improve student engagement and deepen understanding of academic subjects, cater to multiple learning styles, and aide in making lessons more culturally relevant to todays students. Consultant training would also enable staff to enable long term integration of arts into the schools instructional framework.	All Students	<p>Student achievement data (such as the California Dashboard and i-Ready)</p> <p>Student SEL data (such as attendance, behavior, and counseling supports)</p> <p>Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)</p>	20000 Title I Part A: Allocation
5.10	Cultural Proficiency professional development for all staff: Bringing in a	All Students	Student achievement data (such as the	10000 Title I Part A: Allocation

	consultant to run cultural proficiency trainings for staff to better enable them to recognize their own bias while increasing their cultural competency, aide in developing inclusive practices and build a community of trust within the school.		California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

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.

N/A

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

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	\$139,311.00
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 (\$)
Title I Part A: Allocation	\$135,635.00
Title I Part A: Parent Involvement	\$3,676.00

Subtotal of additional federal funds included for this school: \$139,311.00

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

State or Local Programs	Allocation (\$)

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

Total of federal, state, and/or local funds for this school: \$139,311.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	3,676	0.00
Title I Part A: Allocation	135,635	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	135,635.00
Title I Part A: Parent Involvement	3,676.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	135,635.00
	Title I Part A: Parent Involvement	3,676.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,635.00
Goal 2	35,000.00
Goal 3	40,000.00
Goal 4	13,676.00
Goal 5	30,000.00

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 6, 2024.

Attested:

Principal, Hilda Verdugo Mapp on December 6, 2024

SSC Chairperson, Minerva Valle on December 6, 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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