



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--|-----------------------------------|--|---------------------------|
| Golden Hills Elementary School 2026-2027 | 04615230110510 | 5/21/26 | 6/10/26 |

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

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

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

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

This plan is being used by Golden Hills Elementary School 2026-2027 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

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

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Plan Description

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

This plan is being used by Golden Hills Elementary School 2026-2027 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Golden Hills Eagles grow together, learn with passion, act with kindness, and change the world!

Vision: Golden Hills is a learning focused school that ensures that every student ends the year having acquired the essential skills, knowledge and behaviors required for success!

Golden Hills plan is to meet each individual student's needs: academically, behaviorally and socially emotionally using the Professional Learning Communities Model with a Multi Tier System of Support. Staff uses targeted timely interventions to ensure students will learn the targeted foundational/essential standards.

Educational Partner Involvement

How, when, and with whom did Golden Hills Elementary School 2026-2027 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Golden Hills Elementary Staff, Palermo Union District Executive Leadership team, School Site Council and parent surveys are used look at data to develop the SPSA. Data from enrollment and the data dashboard are used to make decisions around school improvement. The School Site Council meet 4 times a year to analyze data to determine strengths and areas of growth. The Golden Hills staff have ongoing meeting to determine and monitor school improvement goals.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learners are demonstrating significant performance gaps across multiple state indicators

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.

English Learners are demonstrating significant performance gaps across multiple state indicators. This group is performing two or more performance levels below All Students in English Language Arts and Suspension Rate, and below in Mathematics and Chronic Absenteeism. These data indicate a need for targeted supports in academic language development, literacy instruction, and behavioral systems to ensure equitable access to grade-level content and improved outcomes.

Students with Disabilities are performing two performance levels below All Students in English Language Arts, while demonstrating comparable performance in Mathematics and Suspension Rate. This indicates a need to strengthen Tier 1 core instruction, differentiation, and targeted literacy interventions to improve access and achievement in grade-level standards.

Students identifying as Two or More Races are performing two performance levels below All Students in Chronic Absenteeism. This indicates a need for targeted attendance interventions, increased family engagement, and school connectedness strategies to improve consistent student attendance.

Other Needs

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

While All Students are performing in the green range for Chronic Absenteeism and Suspension Rate, academic indicators in English Language Arts and Mathematics remain at the yellow level. Additionally, identified student groups demonstrate disparities across multiple indicators. These data indicate a need for continued focus on strengthening Tier 1 instruction, implementing a balanced assessment system, and providing targeted interventions to address achievement gaps.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Golden Hills Elementary School 2026-2027. 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 | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| American Indian | 2.83% | 3.65% | 1.80% | 7 | 10 | 5 |
| African American | % | 0.36% | 1.44% | | 1 | 4 |
| Asian | 4.86% | 2.92% | 3.24% | 12 | 8 | 9 |
| Filipino | % | 0.73% | 1.08% | | 2 | 3 |
| Hispanic/Latino | 42.11% | 37.96% | 35.25% | 104 | 104 | 98 |
| Pacific Islander | % | % | 0.36% | | | 1 |
| White | 37.25% | 43.07% | 41.37% | 92 | 118 | 115 |
| Two or More Races | 12.55% | 10.22% | 12.95% | 31 | 28 | 36 |
| Not Reported | 0.40% | 1.09% | 2.52% | 1 | 3 | 7 |
| Total Enrollment | | | | 247 | 274 | 278 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| Grade 4 | 119 | 142 | 134 |
| Grade 5 | 128 | 135 | 144 |
| Total Enrollment | 247 | 277 | 278 |

Conclusions based on this data:

1. The hispanic population maintained at 104 students.
2. The overall enrollment increased by 30 students
3. The american Indian population has increased.

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 | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| English Learners | 35 | 34 | 30 | 14.2% | 12.4% | 10.8% |
| Fluent English Proficient (FEP) | 20 | 19 | 19 | 8.1% | 6.9% | 6.8% |

Conclusions based on this data:

1. The percentage of our EL population decreased by 1.8% but the fluent english proficient students decreased by 1.2%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 120 | 124 | 142 | 112 | 120 | 141 | 112 | 120 | 141 | 93.3 | 96.8 | 99.3 |
| Grade 5 | 129 | 133 | 134 | 126 | 127 | 128 | 126 | 126 | 128 | 97.7 | 95.5 | 95.5 |
| All Grades | 249 | 257 | 276 | 238 | 247 | 269 | 238 | 246 | 269 | 95.6 | 96.1 | 97.5 |

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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 2413. | 2411. | 2432. | 8.93 | 10.00 | 12.06 | 17.86 | 14.17 | 21.28 | 21.43 | 21.67 | 26.24 | 51.79 | 54.17 | 40.43 |
| Grade 5 | 2470. | 2444. | 2464. | 15.08 | 6.35 | 10.94 | 24.60 | 22.22 | 25.78 | 23.02 | 19.84 | 22.66 | 37.30 | 51.59 | 40.63 |
| All Grades | N/A | N/A | N/A | 12.18 | 8.13 | 11.52 | 21.43 | 18.29 | 23.42 | 22.27 | 20.73 | 24.54 | 44.12 | 52.85 | 40.52 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 12.50 | 10.00 | 10.64 | 60.71 | 60.00 | 70.92 | 26.79 | 30.00 | 18.44 |
| Grade 5 | 13.49 | 7.94 | 8.59 | 61.90 | 61.11 | 64.06 | 24.60 | 30.95 | 27.34 |
| All Grades | 13.03 | 8.94 | 9.67 | 61.34 | 60.57 | 67.66 | 25.63 | 30.49 | 22.68 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 3.57 | 3.36 | 8.51 | 50.89 | 54.62 | 56.74 | 45.54 | 42.02 | 34.75 |
| Grade 5 | 11.11 | 4.76 | 10.16 | 56.35 | 46.03 | 55.47 | 32.54 | 49.21 | 34.38 |
| All Grades | 7.56 | 4.08 | 9.29 | 53.78 | 50.20 | 56.13 | 38.66 | 45.71 | 34.57 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 5.36 | 5.83 | 7.80 | 69.64 | 68.33 | 71.63 | 25.00 | 25.83 | 20.57 |
| Grade 5 | 10.32 | 12.70 | 6.25 | 71.43 | 70.63 | 78.13 | 18.25 | 16.67 | 15.63 |
| All Grades | 7.98 | 9.35 | 7.06 | 70.59 | 69.51 | 74.72 | 21.43 | 21.14 | 18.22 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 5.36 | 7.50 | 7.80 | 67.86 | 72.50 | 68.09 | 26.79 | 20.00 | 24.11 |
| Grade 5 | 16.67 | 7.14 | 8.59 | 56.35 | 61.11 | 67.97 | 26.98 | 31.75 | 23.44 |
| All Grades | 11.34 | 7.32 | 8.18 | 61.76 | 66.67 | 68.03 | 26.89 | 26.02 | 23.79 |

Conclusions based on this data:

1. 9.67% of our student population were above standard in reading
2. 34.94% percent of all students were at or above grade level in overall, an increase of 9 percent form the prior year.
3. Reading, writing and research and listening the overall number of students proficient increased from the prior year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 120 | 124 | 142 | 112 | 122 | 141 | 112 | 122 | 141 | 93.3 | 98.4 | 99.3 |
| Grade 5 | 129 | 133 | 134 | 126 | 128 | 128 | 126 | 128 | 128 | 97.7 | 96.2 | 95.5 |
| All Grades | 249 | 257 | 276 | 238 | 250 | 269 | 238 | 250 | 269 | 95.6 | 97.3 | 97.5 |

* 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 2440. | 2436. | 2453. | 6.25 | 4.10 | 9.93 | 19.64 | 20.49 | 22.70 | 43.75 | 36.89 | 35.46 | 30.36 | 38.52 | 31.91 |
| Grade 5 | 2461. | 2450. | 2463. | 3.97 | 7.03 | 4.69 | 12.70 | 10.94 | 15.63 | 41.27 | 32.81 | 36.72 | 42.06 | 49.22 | 42.97 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 5.04 | 5.60 | 7.43 | 15.97 | 15.60 | 19.33 | 42.44 | 34.80 | 36.06 | 36.55 | 44.00 | 37.17 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 8.93 | 6.56 | 16.31 | 61.61 | 57.38 | 47.52 | 29.46 | 36.07 | 36.17 |
| Grade 5 | 4.76 | 3.91 | 4.69 | 57.94 | 49.22 | 55.47 | 37.30 | 46.88 | 39.84 |
| Grade 11 | | | | | | | | | |
| All Grades | 6.72 | 5.20 | 10.78 | 59.66 | 53.20 | 51.30 | 33.61 | 41.60 | 37.92 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 8.93 | 8.20 | 4.96 | 48.21 | 45.90 | 57.45 | 42.86 | 45.90 | 37.59 |
| Grade 5 | 3.17 | 4.69 | 3.13 | 60.32 | 47.66 | 53.91 | 36.51 | 47.66 | 42.97 |
| All Grades | 5.88 | 6.40 | 4.09 | 54.62 | 46.80 | 55.76 | 39.50 | 46.80 | 40.15 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 5.36 | 5.74 | 9.93 | 67.86 | 62.30 | 60.28 | 26.79 | 31.97 | 29.79 |
| Grade 5 | 3.97 | 5.47 | 7.03 | 66.67 | 59.38 | 57.03 | 29.37 | 35.16 | 35.94 |
| All Grades | 4.62 | 5.60 | 8.55 | 67.23 | 60.80 | 58.74 | 28.15 | 33.60 | 32.71 |

Conclusions based on this data:

1. 26.7 % of all students were at or above standard in overall math
2. Fifth grade consistently scores lower than fourth grade.

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/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 1533.9 | 1487.3 | 1499.1 | 1546.5 | 1490.2 | 1500.6 | 1521.0 | 1483.8 | 1497.1 | 24 | 17 | 18 |
| 5 | 1515.3 | 1543.4 | 1499.4 | 1519.1 | 1551.6 | 1494.1 | 1510.7 | 1534.6 | 1504.3 | 15 | 17 | 14 |
| All Grades | | | | | | | | | | 39 | 34 | 32 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 33.33 | 11.76 | 5.56 | 37.50 | 35.29 | 50.00 | 20.83 | 29.41 | 22.22 | 8.33 | 23.53 | 22.22 | 24 | 17 | 18 |
| 5 | 26.67 | 35.29 | 7.14 | 33.33 | 35.29 | 42.86 | 20.00 | 23.53 | 35.71 | 20.00 | 5.88 | 14.29 | 15 | 17 | 14 |
| All Grades | 30.77 | 23.53 | 6.25 | 35.90 | 35.29 | 46.88 | 20.51 | 26.47 | 28.13 | 12.82 | 14.71 | 18.75 | 39 | 34 | 32 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 58.33 | 17.65 | 44.44 | 25.00 | 58.82 | 27.78 | 12.50 | 5.88 | 11.11 | 4.17 | 17.65 | 16.67 | 24 | 17 | 18 |
| 5 | 46.67 | 52.94 | 21.43 | 33.33 | 41.18 | 35.71 | 0.00 | 0.00 | 28.57 | 20.00 | 5.88 | 14.29 | 15 | 17 | 14 |
| All Grades | 53.85 | 35.29 | 34.38 | 28.21 | 50.00 | 31.25 | 7.69 | 2.94 | 18.75 | 10.26 | 11.76 | 15.63 | 39 | 34 | 32 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 0.00 | 0.00 | 0.00 | 13.33 | 11.76 | 38.89 | 40.00 | 41.18 | 33.33 | 46.67 | 47.06 | 27.78 | 15 | 17 | 18 |
| 5 | 0.00 | 5.88 | 0.00 | 15.38 | 35.29 | 7.14 | 69.23 | 41.18 | 64.29 | 15.38 | 17.65 | 28.57 | 13 | 17 | 14 |
| All Grades | 7.69 | 2.94 | 0.00 | 30.77 | 23.53 | 25.00 | 35.90 | 41.18 | 46.88 | 25.64 | 32.35 | 28.13 | 39 | 34 | 32 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 41.67 | 29.41 | 27.78 | 37.50 | 41.18 | 38.89 | 20.83 | 29.41 | 33.33 | 24 | 17 | 18 |
| 5 | 20.00 | 23.53 | 14.29 | 60.00 | 76.47 | 42.86 | 20.00 | 0.00 | 42.86 | 15 | 17 | 14 |
| All Grades | 33.33 | 26.47 | 21.88 | 46.15 | 58.82 | 40.63 | 20.51 | 14.71 | 37.50 | 39 | 34 | 32 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 66.67 | 41.18 | 44.44 | 33.33 | 41.18 | 44.44 | 0.00 | 17.65 | 11.11 | 24 | 17 | 18 |
| 5 | 80.00 | 94.12 | 64.29 | 0.00 | 0.00 | 14.29 | 20.00 | 5.88 | 21.43 | 15 | 17 | 14 |
| All Grades | 71.79 | 67.65 | 53.13 | 20.51 | 20.59 | 31.25 | 7.69 | 11.76 | 15.63 | 39 | 34 | 32 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 8.33 | 5.88 | 0.00 | 62.50 | 23.53 | 72.22 | 29.17 | 70.59 | 27.78 | 24 | 17 | 18 |
| 5 | 6.67 | 5.88 | 0.00 | 53.33 | 64.71 | 64.29 | 40.00 | 29.41 | 35.71 | 15 | 17 | 14 |
| All Grades | 7.69 | 5.88 | 0.00 | 58.97 | 44.12 | 68.75 | 33.33 | 50.00 | 31.25 | 39 | 34 | 32 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 25.00 | 5.88 | 0.00 | 66.67 | 64.71 | 77.78 | 8.33 | 29.41 | 22.22 | 24 | 17 | 18 |
| 5 | 26.67 | 35.29 | 0.00 | 46.67 | 52.94 | 71.43 | 26.67 | 11.76 | 28.57 | 15 | 17 | 14 |
| All Grades | 25.64 | 20.59 | 0.00 | 58.97 | 58.82 | 75.00 | 15.38 | 20.59 | 25.00 | 39 | 34 | 32 |

Conclusions based on this data:

1. In the overall score levels 3 and 4 were 58.82% the students which is a decrease for the the previous year.
2. In Oral language 85.29 % of our EL students are at level 3 or above.

School and Student Performance Data

Student Population

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

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

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 274 | 84.7% | 12.4% | 1.8% |
| Total Number of Students enrolled in Golden Hills Elementary School 2026-2027. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 34 | 12.4% |
| Foster Youth | 5 | 1.8% |
| Homeless | 19 | 6.9% |
| Socioeconomically Disadvantaged | 232 | 84.7% |
| Students with Disabilities | 39 | 14.2% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.4% |
| American Indian | 10 | 3.6% |
| Asian | 8 | 2.9% |
| Filipino | 2 | 0.7% |
| Hispanic | 104 | 38% |
| Two or More Races | 28 | 10.2% |
| Pacific Islander | 0 | 0.0% |
| White | 118 | 43.1% |

Conclusions based on this data:

1. Student group of socioeconomically disadvantaged is 84.7% of our student population.

2. English Learners are 12.4% of our population and hispanic is 38%

School and Student Performance Data

Overall Performance






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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism decreased and we are in green. Suspensions decreased to green performance level.
2. Language Arts and Math changed from orange to yellow performance levels.
3. The English Learner Progress changed from green to red performance level.

School and Student Performance Data

Academic Performance English Language Arts

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

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This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> <p>Yellow</p> <p>38 points below standard</p> <p>Increased 22.3 points</p> <p>252 Students</p> | <p>English Learners</p> <p>Red</p> <p>76.3 points below standard</p> <p>Declined 5.2 points</p> <p>44 Students</p> | <p>Long-Term English Learners</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>60.8 points below standard</p> <p>Maintained 0.8 points</p> <p>18 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>46.2 points below standard</p> <p>Increased 21.1 points</p> <p>214 Students</p> |

| | | |
|---|--|---|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>87.1 points below standard</p> <p>Increased 25.2 points</p> <p>45 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>46.8 points below standard</p> <p>Increased 10 points</p> <p>97 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>39.4 points below standard</p> <p>Increased 35.6 points</p> <p>28 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Yellow</p> <p>29 points below standard</p> <p>Increased 29.4 points</p> <p>110 Students</p> |

Conclusions based on this data:

1. Golden Hills increased by 22.3 points and are now 38 points from standard. (yellow level)
2. EI students are 76.3 points from standard (red level)
3. Students with Disabilities: Increased by 25.2 points in ELA (orange level).

School and Student Performance Data

Academic Performance Mathematics

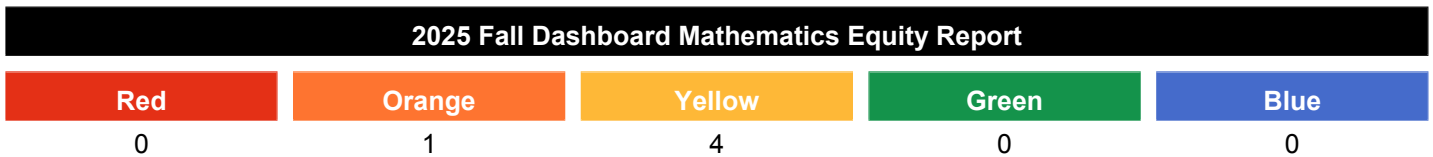
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This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p> <p>Yellow</p> <p>46.5 points below standard</p> <p>Increased 14.7 points</p> <p>253 Students</p> | <p>English Learners</p> <p>Orange</p> <p>72.3 points below standard</p> <p>Declined 9.2 points</p> <p>44 Students</p> | <p>Long-Term English Learners</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>51.2 points below standard</p> <p>Increased 8.2 points</p> <p>18 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>50.6 points below standard</p> <p>Increased 15.6 points</p> <p>215 Students</p> |

| | | |
|--|--|---|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>83.4 points below standard</p> <p>Increased 20.2 points</p> <p>45 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>53.8 points below standard</p> <p>Increased 4.1 points</p> <p>97 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>57.2 points below standard</p> <p>Increased 5.4 points</p> <p>28 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Yellow</p> <p>35.1 points below standard</p> <p>Increased 28.6 points</p> <p>111 Students</p> |

Conclusions based on this data:

1. In Math at Golden Hills:
Students with Disabilities: Increased by 20.2 points
2. In Math at Golden Hills:
Yellow Performance Level: Increased by 14.7 points (yellow level) and are 46.5 points away from standard.
White students increased by 28.6 points.
English Learners: Declined 9.2 points.
Hispanic: Increased 4.1 points
Two or More Races: Increased 5.4 points
3. In Math at Golden Hills:
Socio-Economically Disadvantaged: Increased 15.6 points.

School and Student Performance Data

Academic Performance Science

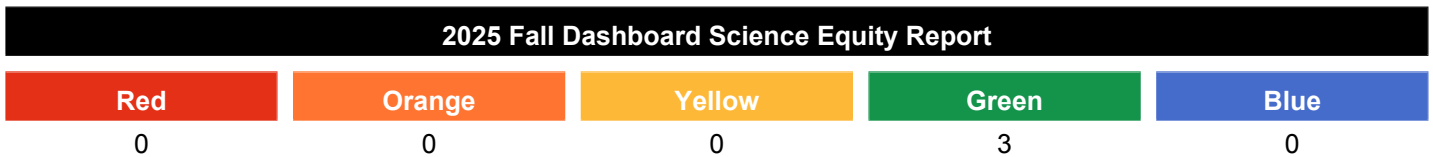
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This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p> Green</p> <p>48.6 science points</p> <p>Increased 4 points</p> <p>119 Students</p> | <p>English Learners</p> <p> No Performance Color</p> <p>42 science points</p> <p>Maintained -1.4 points</p> <p>20 Students</p> | <p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p> | <p>Homeless</p> <p> No Performance Color</p> <p>44.4 science points</p> <p>Maintained -0.6 points</p> <p>12 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>45.9 science points</p> <p>Increased 3.7 points</p> <p>100 Students</p> |

| | | |
|--|--|---|
| <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>37.7 science points</p> <p>Increased 4.8 points</p> <p>23 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>49.4 science points</p> <p>Increased 4.9 points</p> <p>53 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>49 science points</p> <p>Increased 11.3 points</p> <p>16 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Green</p> <p>46.6 science points</p> <p>Increased 4.7 points</p> <p>47 Students</p> |

Conclusions based on this data:

1. Increased by 4 points (green level) 48.6 points away from standard.
2. All sub groups are in green: White, Hispanic, socioeconomically disadvantaged

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator | |
|--|---|
| English Learner Progress  Red 35.5 making progress. Number Students: 31 Students | Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students |

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

| 2025 Fall Dashboard Student English Language Acquisition Results | | | |
|--|--|--------------------------------------|--|
| Decreased One ELPI Level 6.5% | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 58.1% | Maintained ELPI Level 4 0% | Progressed At Least One ELPI Level 35.5% |

Conclusions based on this data:

1. 35.5% of students increased at least one ELPI level
2. 58.1 % percent of students maintained ELPI.
3. 6.5% of students decreased by 1 ELPI level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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












This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | | | | | | | | | | | | | | | |
|--|--------------|---|--|--------------|---|--|---|---|--------------------------|--------------|--|--|---|---|--|--------------|
| <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> <tr> <td>  Green </td> </tr> <tr> <td style="background-color: #e6f2ff;">9.3% Chronically Absent</td> </tr> <tr> <td>Declined 2.6</td> </tr> <tr> <td>289 Students</td> </tr> </table> | All Students |  Green | 9.3% Chronically Absent | Declined 2.6 | 289 Students | <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td>  Yellow </td> </tr> <tr> <td style="background-color: #e6f2ff;">11.8% Chronically Absent</td> </tr> <tr> <td>Declined 1.1</td> </tr> <tr> <td>34 Students</td> </tr> </table> | English Learners |  Yellow | 11.8% Chronically Absent | Declined 1.1 | 34 Students | <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td>  No Performance Color </td> </tr> <tr> <td style="background-color: #e6f2ff;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>5 Students</td> </tr> </table> | Long-Term English Learners |  No Performance Color | Fewer than 11 students - No Data for Privacy | 5 Students |
| All Students | | | | | | | | | | | | | | | | |
|  Green | | | | | | | | | | | | | | | | |
| 9.3% Chronically Absent | | | | | | | | | | | | | | | | |
| Declined 2.6 | | | | | | | | | | | | | | | | |
| 289 Students | | | | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | | | | |
|  Yellow | | | | | | | | | | | | | | | | |
| 11.8% Chronically Absent | | | | | | | | | | | | | | | | |
| Declined 1.1 | | | | | | | | | | | | | | | | |
| 34 Students | | | | | | | | | | | | | | | | |
| Long-Term English Learners | | | | | | | | | | | | | | | | |
|  No Performance Color | | | | | | | | | | | | | | | | |
| Fewer than 11 students - No Data for Privacy | | | | | | | | | | | | | | | | |
| 5 Students | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> <tr> <td>  No Performance Color </td> </tr> <tr> <td style="background-color: #e6f2ff;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>5 Students</td> </tr> </table> | Foster Youth |  No Performance Color | Fewer than 11 students - No Data for Privacy | 5 Students | <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> <tr> <td>  No Performance Color </td> </tr> <tr> <td style="background-color: #e6f2ff;">9.5% Chronically Absent</td> </tr> <tr> <td>Declined 8.7</td> </tr> <tr> <td>21 Students</td> </tr> </table> | Homeless |  No Performance Color | 9.5% Chronically Absent | Declined 8.7 | 21 Students | <table border="1" style="width: 100%;"> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> <tr> <td>  Yellow </td> </tr> <tr> <td style="background-color: #e6f2ff;">10.7% Chronically Absent</td> </tr> <tr> <td>Declined 2.6</td> </tr> <tr> <td>243 Students</td> </tr> </table> | Socioeconomically Disadvantaged |  Yellow | 10.7% Chronically Absent | Declined 2.6 | 243 Students |
| Foster Youth | | | | | | | | | | | | | | | | |
|  No Performance Color | | | | | | | | | | | | | | | | |
| Fewer than 11 students - No Data for Privacy | | | | | | | | | | | | | | | | |
| 5 Students | | | | | | | | | | | | | | | | |
| Homeless | | | | | | | | | | | | | | | | |
|  No Performance Color | | | | | | | | | | | | | | | | |
| 9.5% Chronically Absent | | | | | | | | | | | | | | | | |
| Declined 8.7 | | | | | | | | | | | | | | | | |
| 21 Students | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | | |
|  Yellow | | | | | | | | | | | | | | | | |
| 10.7% Chronically Absent | | | | | | | | | | | | | | | | |
| Declined 2.6 | | | | | | | | | | | | | | | | |
| 243 Students | | | | | | | | | | | | | | | | |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>14.3% Chronically Absent</p> <p>Declined 0.9</p> <p>49 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>8.6% Chronically Absent</p> <p>Declined 0.6</p> <p>105 Students</p> |
| <p>Two or More Races</p>  <p>Orange</p> <p>10.8% Chronically Absent</p> <p>Increased 1.7</p> <p>37 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Green</p> <p>7.1% Chronically Absent</p> <p>Declined 6.3</p> <p>126 Students</p> |

Conclusions based on this data:

1. 9.3% of our students were chronically absent. The percentage rates decreased.
2. Students with disabilities percentage was 14.3%, which is a decrease from the previous year.
3. Green levels: white, hispanic and overall. Students with disabilities and EI students in yellow level. Two or more races orange level at 10.8%

School and Student Performance Data

Conditions & Climate Suspension Rate

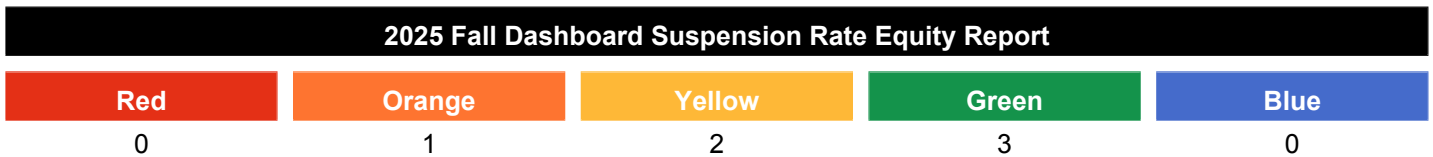
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This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| All Students Green 1.7% suspended at least one day Declined 1.1% 289 Students | English Learners Orange 2.9% suspended at least one day Increased 2.9% 34 Students | Long-Term English Learners |
| Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students | Homeless No Performance Color 0% suspended at least one day Declined 4.5% 21 Students | Socioeconomically Disadvantaged Green 2.1% suspended at least one day Declined 1.4% 243 Students |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Green</p> <p>2% suspended at least one day</p> <p>Declined 2.1%</p> <p>49 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1%</p> <p>105 Students</p> |
| <p>Two or More Races</p>  <p>Yellow</p> <p>5.4% suspended at least one day</p> <p>Declined 0.7%</p> <p>37 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 2.9%</p> <p>126 Students</p> |

Conclusions based on this data:

1. Suspension rate overall was 1.7%
2. The highest sub-group was 5.4% for our students who are two or more races.
3. White students were 1.6 % suspended at least one day

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Performance

Provide Language Arts academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All Students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, intervention and enrichment

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.

CAASPP scores show the need for continued support for all students to increase student achievement. At Golden Hills there is a need to target essential standards in literacy, develop high quality first instruction, formative assessments and increase high level teacher collaboration to increase student achievement.

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 Test | CAASPP in 23-24 all students were 53 points below standard, | Increase the number of points away from standard by 5 points on the California Dashboard, in 24-25 we increased by 22.3 points. Goal for 26-27 is to increase by 5 points. |
| Highly Qualified and Appropriately Assigned Teachers | 100% Of Golden Hills Staff were appropriately assigned | Maintain 100% |
| Conditions of Learning: Instructional Materials | 100% of students have access to 1:1 devices | Maintain 100% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|---|--|
| 1.1 | At Golden Hills we will have a continued focus on using data to drive planning and to enhance common instructional practices to increase student achievement. Teachers will meet in PLC to determine essential standards, develop high quality first instruction, formative assessments and high level teacher collaboration to increase student achievement. District wide professional | All Students with an emphasis on sub groups will be served. | 17405 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries \$200 per day per substitute teacher, planning, collaboration and professional development |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|--|---|
| | development to provide an overview of the PLC process. | | None Specified |
| 1.2 | Monitor progress of 2022 Benchmark Advance and provide professional development, an ELA/ELD state adopted curriculum. Increase students access to books and celebrate reading. | All Students with a focus on: English Learners, Students with Disabilities, Two or More Races, Hispanic, Socioeconomically Disadvantaged, and White students | 5137 LCFF - Supplemental 4000-4999: Books And Supplies Purchase library books for classrooms and school library |
| 1.3 | After school tutoring | All students | 58735 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries after school tutoring |
| 1.5 | <p>Provide literacy leadership coaching and support</p> <p>Monitor program and analyze student data.</p> <p>Monthly professional development in EL best practices.</p> <p>Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p> <p>Paraprofessionals will assist teachers in reading instruction.</p> <p>Indian Ed. Instructional Aide will assist American Indian students</p> <p>Purchase supplemental resources as needed.</p> | Students not meeting standard in Language Arts with a focus on the students : English Learners, Students with Disabilities, Two or More Races, Hispanic, Socioeconomically Disadvantaged, and White students | 58735 Title I 2000-2999: Classified Personnel Salaries Paraprofessionals |
| 1.6 | Use I-Ready diagnostic and learning modules data to place students in intervention classes and prepare teachers for targeted differentiated instruction. | All students | 8815 LCFF - Supplemental 4000-4999: Books And Supplies I-Ready |
| 1.7 | <p>School-wide Daily Intervention Block: Identify struggling readers. Using formative assessments to assess competency in essential standards, provide timely and targeted instruction/ enrichment. 95% Phonics Instruction will provided for students needing tier 2 instruction, Barton's Reading Program for students needing tier 3 reading instruction.</p> <p>Purchase reading intervention materials and resources; purchase supplementary instructional materials.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-</p> | All students | 4564.00 LCFF - Supplemental 4000-4999: Books And Supplies 95% Material 2598.75 LCFF - Supplemental 4000-4999: Books And Supplies Acadeince Learning oNline |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|--|
| | <p>based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.</p> <p>Promote reading by increasing access to the library.</p> <p>Monitor assessments and data in 95% online platform dn Acadeince Online Learning Platform</p> | | |
| 1.8 | <p>School Slte Council will monitor and evaluate reading program goals and objectives; determine if goals and objectives are being met.</p> <p>Findings will be reflected in the SSC minutes.</p> | All Students | |
| 1.9 | <p>MTSS Teacher will support literacy growth by providing targeted interventions, using data to identify student needs, and collaborating with classroom teachers to ensure all learners receive timely, differentiated support aligned to essential standards.</p> | All students | <p>59799</p> <p>1000-1999: Certificated Personnel Salaries MTSS teacher supports literacy intervention</p> |
| 1.10 | <p>Golden Hills will purchase Mystery Science to support writing instruction by providing students with engaging, content-rich science lessons that serve as a foundation for developing informational and explanatory writing aligned to grade-level standards.</p> | All students | <p>2999</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies Mystery Science Writing</p> |

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

From 23-24 to 25-26 Golden Hills increased by 22.3 points closer to standard. The goal was 5 points and we exceeded the goal.

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

The budgeted expenditures matched the budgeted plan.

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.

Golden Hills will continue to build a solid MTSS framework based off the PLC process. A multi tier system of support teacher will be added to monitor data and provide targeted and timely instruction to our students in need. Administrators will be part of a literacy leadership team to guide literacy growth district wide. We will be adding online assessments monitoring to be able to spend more time analyzing data instead of entering and organizing the data. We have added Morpheme Magic for more word work for he fifth grade due to that lacking in CORE program.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

Provide math academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment.

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 need is to provide targeted support for students with disabilities, who are performing in the red, and to address the continued struggles of socioeconomically disadvantaged and white students, who experienced declines and remain in the orange performance level, by strengthening core instruction and intervention systems.

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 Test | CAASPP to increase to 5 points closer to meeting standard | On the CAASPP to increase by 5 points to be closer to standard. In 24-25 we increased by 14 point . |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|---|---|
| 2.1 | Golden Hills will focus on identified essential math standards and implement a structured plan to improve student achievement. Grade-level teams will meet weekly in PLCs to analyze student data, set growth targets, and design common formative assessments. In fourth grade a daily 30-minute intervention block will provide every student with targeted support or enrichment aligned to essential standards. Teams will use pacing guides to deliver Eureka math curriculum with fidelity, and instructional staff will receive ongoing professional development and support. Student progress and program implementation will be monitored regularly, with data reviewed each trimester to guide instructional decisions and ensure effective use of materials and interventions. | All Students with an emphasis on sub groups will be served. | 17400 Other 4000-4999: Books And Supplies Eureka Math Program- Pilot |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|----------------------|--|--|---|
| 2.2 | All 4th grade students, and 5th grade students as needed, will participate in the REFLEX, FRAX math program to determine Tier 1, Tier 2, and Tier 3 math fluency | All fourth grade students, identify students in subgroups from fifth grade that need the program | 8226 LCFF - Supplemental 4000-4999: Books And Supplies All fourth grade students, identify students in subgroups from fifth grade that need the program |
| 2.3 | Stakeholder input/ School Site Council :Monitor and evaluate math program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. | All student , identify student groups as needed | None Specified None Specified |
| 2.4 | Use I-Ready diagnostic and learning modules data to place students in classes and prepare teachers for targeted differentiated instruction. | All Students | 8815 LCFF - Supplemental 4000-4999: Books And Supplies I-Ready |
| 2.5 | After School tutoring | All students | 58735 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries after school tutoring |
| 2.6 | MTSS Teacher will support grade level teams and pull small groups to support math intervention. | All students | 59799 None Specified 1000-1999: Certificated Personnel Salaries Math Intervention Groups |
| 2.7 | EL Teacher will pull a daily math intervention group for EL 4th grade students to support language development in math instruction | | 97895 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries |

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Golden Hills increased by 14 points in math.

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

The budgeted expenditures matched the budgeted plan.

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.

Continue building the MTSS framework using the PLC process. Golden Hills will add an MTSS teacher to provide targeted math support based on student performance data, with a focus on delivering small-group interventions,

supporting implementation of essential standards, and collaborating with teachers to address the needs of students performing in the red and orange performance levels. We will be piloting Eureka math program.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Physically, Emotionally Safe Environment

Golden Hills will Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others. Provide behavioral instruction and supports as a proactive approach to create a safe, positive climate and school culture

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All school sites will continue to build a positive school climate by creating and/or maintaining environments that are safe, responsive to student needs and invite and engage parents to become active members of the school community.

Identified Need

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

Golden Hills is designated ATSI due to suspensions of students with disabilities.

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 |
|-------------------------------------|--|---|
| Data Dashboard: Chronic absenteeism | 2023-2024 school year Chronic Absenteeism 11.9 % of all students | Decrease by 2%, we decreased our chronic absenteeism to 9.3% in 24-25 |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|---|---|
| 3.1 | The School Site Council will act as a school safety planning committee: review and develop strategies to improve attendance. | All Students, Chronic absentee students from all sub groups | |
| 3.2 | Positive Behavior Intervention System (PBIS) Trainings and Meetings/ Multi Tier System of Support Meetings. Monitoring PBIS data to inform best interventions for all students. Provide positive incentives as needed. Determine interventions for academic, behavior and social emotional in MTSS meetings. Analyze the PBIS system to address the needs of our students to better address chronic absenteeism, to be culturally responsive and social emotional / behavioral needs. Assemblies to promote positive school culture and kindness | All | 12,000 LCFF - Supplemental 0000: Unrestricted Awards for good/ improved attendance |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|---|--|
| 3.3 | Golden Hills will analyze chronic absenteeism data and hold meetings with students and families to develop individualized plans to reduce absences who are chronically absent.. The school will review and modify its MTSS framework for attendance to ensure effective Tier 2 and 3 supports, with the Director of Student and Parent Services playing a key role in implementing interventions. Bi-weekly attendance meetings will be held to review data, monitor progress, and provide targeted supports for all students, with a focus on those demonstrating the greatest need. | All students, chronic absent students from the previous year. | 39800 Title I 1000-1999: Certificated Personnel Salaries Director of Student and Parent Services |
| 3.4 | Attendance Improvement Program: Develop attendance improvement strategies, improve parent communication, and create student incentives and assemblies Monthly/Trimester/End of Year Rewards: Golden Apple Insurance (Iron Man trophy; Bike drawing, pencils) Classroom attendance program with class party reward Truancy phone calls home Spirit Assemblies Parent Nights (Back-To-School Night, S.T.E.A.M. Night, Open House) Attendance Assemblies/ Reward Field Trip Bilingual Aide to translate as needed | All students | 59700 Other 1000-1999: Certificated Personnel Salaries Director of Student and Parent Services Title V 5000 LCFF - Supplemental Attendance Supports |
| 3.5 | Counselor to support students with attendance, emotional and behavior issues. | All students | 53800 Title I 1000-1999: Certificated Personnel Salaries Counselor salary 65755 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor salary |
| 3.6 | Support student engagement through professional development technology, music, S.T.E.A.M., recess and PE activities. A survey will be given to students every 6-8 weeks to check in on students belonging to school. | ALL Students | 67827 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE Teacher salary 56611 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Art teacher |
| 3.7 | Implement a School-wide Social Emotional learning Curriculum: Ruler | ALL Students | 8000 LCFF - Supplemental |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| | | | 4000-4999: Books And Supplies Curriculum- Ruler |
| 3.8 | Continue the use of Go Guardian; to create a safer digital learning environment. A program that uses a multi-layered filtering solution to manage, track and maintain chromebook safety. | ALL Students | 3750 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Go Guardian subscription |
| 3.9 | Golden Hills will implement an integrated support system that includes literacy coaching, student engagement strategies, and classroom management/PBIS support to strengthen instructional practices and improve student outcomes. In addition, the principal will participate in ongoing professional development focused on instructional leadership, school culture, and systems implementation to foster a positive and effective learning environment schoolwide. | All Students | LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures |
| 3.10 | Family Liaison : The family liaison will collaborate with teachers, staff, and the community to build strong partnerships that support the individual academic, social-emotional, and behavioral needs of students. This role will focus on improving communication between home and school, connecting families to resources, and promoting inclusive practices that ensure every student receives the support necessary to thrive. | All Students | 26660 Other 2000-2999: Classified Personnel Salaries Community Schools |
| 3.11 | Community School Coordinator will support schools in strengthening family partnerships and developing effective MTSS systems. This role will focus on aligning district and site-level efforts to provide comprehensive academic, behavioral, and social-emotional supports, ensuring families are connected to resources and actively engaged in their students education. | | 48062 Other 1000-1999: Certificated Personnel Salaries Community Schools |
| 3.12 | The wellness coach will provide Tier 1 supports for all students by promoting social-emotional learning and positive behavior through schoolwide activities and classroom lessons. For students requiring additional support, the coach will implement Tier 2 interventions such as Check-In/Check-Out (CICO) and facilitate supported recess, offering structured opportunities to build social skills and emotional regulation in a safe, supportive environment. | | 95500 2000-2999: Classified Personnel Salaries |

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Golden Hills chronic absenteeism declined to 9.3%. We will continue the plan in place which has shown significant progress. The MTSS team will continue to meet monthly looking at data for tier 1/ Core supports. The intervention and

attendance team will meet bi- monthly to look at students who need tier 2 and3 supports in behavior with an emphasis on our students with disabilities. The wellness coach will meet with students with disabilities to provide more behavior supports.

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

The budgeted expenditures matched the budget proposed in the SPSA.

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.

Golden Hills will continue the plan in the SPSA and will monitor students attendance and students behavior. To support the goal of reducing chronic absenteeism by 2%, Golden Hills Family Liaison and a Community School Coordinator who will work collaboratively with school staff, families and students to strengthen family engagement, improve home-school communication, and connect families to needed resources and supports that address barriers to regular attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Learners

English Learners will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment and will increase by at least one level on the yearly ELPAC test.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment.

Identified Need

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

Golden Hills English Learners need support to maintain or make growth on the ELPAC.

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 |
|------------------|---|---|
| ELPAC | In 2023-24 75% of students maintain or increased by one ELPI level. | All students will maintain or increase by at least one level, |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 4.1 | Professional Development at staff meetings for designated and integrated ELD. PLC time for EL teachers to work together to vertically align supports. | English Learners | |
| 4.2 | Analysis of student data to determine timely targeted interventions for ELD students: provide professional development and resources to support student achievement. | ELD students | |
| 4.3 | EL teacher: will provide targeted language development instruction and support for English Learners, with the goal of helping students maintain or increase their English Language Proficiency Assessment (ELPAC) levels. This role will focus on integrated and designated ELD, data-driven instruction, and collaboration with classroom teachers to ensure EL students access grade-level content and language supports. | ELD students | 1000-1999: Certificated Personnel Salaries Included in Action 2.7 |

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Golden Hills declined by 21.2 % in students making progress towards English proficiency but still had 37.5% of students making progress. The goal is for 100% of students to maintain or make progress. We will continue providing designated ELD time.

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

The budget matched the expenditures.

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.

Golden Hills will continue to support EL students in designated ELD time and will provide phonics support for EL students whose data shows the need.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-------------|-----------------------|-----------------------|
|---------------------|-------------|-----------------------|-----------------------|

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

| DESCRIPTION | AMOUNT |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$78368 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$1,012,122.75 |
| 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 | \$152,335.00 |

Subtotal of additional federal funds included for this school: \$152,335.00

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 (\$) |
|-------------------------------|-----------------|
| | \$155,299.00 |
| Extended Learning Opportunity | \$117,470.00 |
| LCFF - Supplemental | \$375,397.75 |
| None Specified | \$59,799.00 |
| Other | \$151,822.00 |

Subtotal of state or local funds included for this school: \$859,787.75

Total of federal, state, and/or local funds for this school: \$1,012,122.75

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 | 123,595 | -28,740.00 |
| LCFF - Supplemental | 222,247 | -153,150.75 |
| Title IV Part A: Student Support and Academic Enrichment | 30,600 | 30,600.00 |
| Other | 44,900 | -106,922.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-------------------------------|------------|
| | 155,299.00 |
| Extended Learning Opportunity | 117,470.00 |
| LCFF - Supplemental | 375,397.75 |
| None Specified | 59,799.00 |
| Other | 151,822.00 |
| Title I | 152,335.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| | 5,000.00 |
| 0000: Unrestricted | 12,000.00 |
| 1000-1999: Certificated Personnel Salaries | 743,923.00 |
| 2000-2999: Classified Personnel Salaries | 180,895.00 |
| 4000-4999: Books And Supplies | 66,554.75 |
| 5000-5999: Services And Other Operating Expenditures | 3,750.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|-----------|
| 1000-1999: Certificated Personnel Salaries | | 59,799.00 |
| 2000-2999: Classified Personnel Salaries | | 95,500.00 |

| | | |
|--|-------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | Extended Learning Opportunity | 117,470.00 |
| | LCFF - Supplemental | 5,000.00 |
| 0000: Unrestricted | LCFF - Supplemental | 12,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 305,493.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 49,154.75 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 3,750.00 |
| 1000-1999: Certificated Personnel Salaries | None Specified | 59,799.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 107,762.00 |
| 2000-2999: Classified Personnel Salaries | Other | 26,660.00 |
| 4000-4999: Books And Supplies | Other | 17,400.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 93,600.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 58,735.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 218,787.75 |
| Goal 2 | 250,870.00 |
| Goal 3 | 542,465.00 |

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

| Name of Members | Role |
|------------------|---|
| Kristi Napoli | Principal |
| Janine Beard | Classroom Teacher |
| Erica Ott | Parent or Community Member |
| Brianna Corkin | Classroom Teacher Parent or Community Member |
| Robin Wong | Parent or Community Member |
| Jennifer Wilhelm | Classroom Teacher Parent or Community Member |
| Caitlin Webb | Other School Staff |
| Rainbow Walker | Other School Staff |

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 May 21, 2026.

Attested:

Principal, Ms. Kristi Napoli on May 22, 2026

SSC Chairperson, Erica Ott on May 22, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023