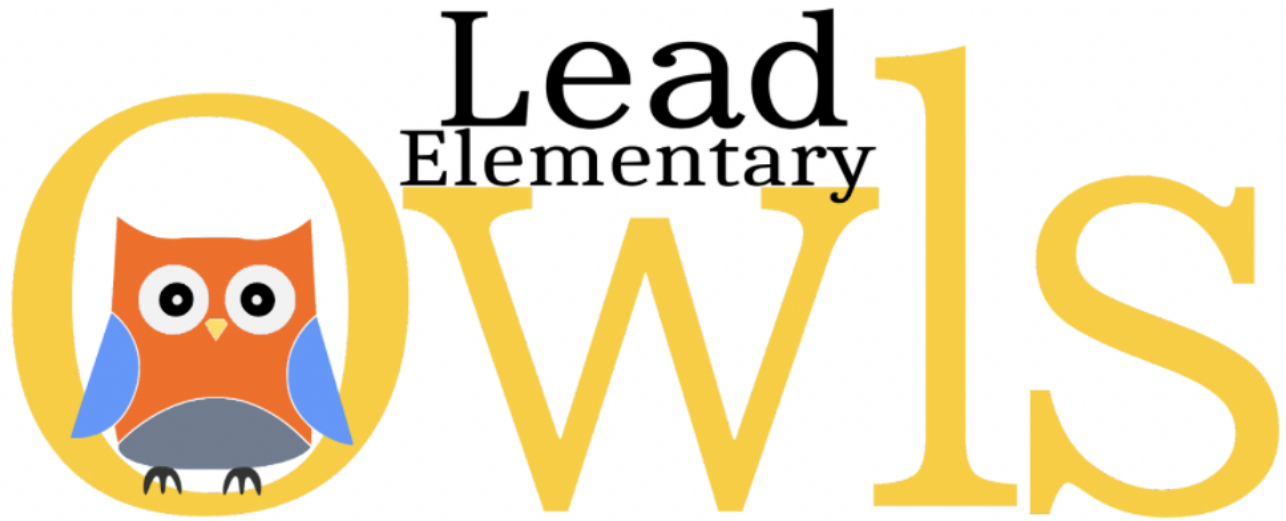


School Year: 2025-26



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lead Elementary School	41690396044804	May 21, 2025	June 26, 2025

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Educational Partner Involvement	3
School and Student Performance Data	4
Student Enrollment.....	4
Data Indicators and Targets	6
SPSA Goals and Strategies.....	8
Goal 1.....	8
Goal 2.....	12
Goal 3.....	15
Annual Review	19
Budget Summary	22
Budget Summary	22
Other Federal, State, and Local Funds	22
Budgeted Funds and Expenditures in this Plan	23
Funds Budgeted to the School by Funding Source.....	23
Expenditures by Funding Source	23
Expenditures by Budget Reference	23
Expenditures by Budget Reference and Funding Source	23
Expenditures by Goal.....	24
School Site Council Membership	25
Recommendations and Assurances	26
Instructions.....	27
Instructions: Linked Table of Contents	27
Purpose and Description.....	28
Educational Partner Involvement	28
Resource Inequities	28
Goals, Strategies, Expenditures, & Annual Review	29
Annual Review	30
Budget Summary	31
Appendix A: Plan Requirements	33
Appendix B:.....	36
Appendix C: Select State and Federal Programs	38

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input from stakeholders occurred through the School Site Council, English Language Advisory Committee, staff meetings, and parent and community input meetings throughout this school year. SSC meetings occurred on September 15, October 16, November 20, 2025, January 15, February 19th, March 19th, and May 21st, 2025. ELAC meetings occurred on September 13th, November 8th, 2024, and February 24th, March 7th, and May 16th, 2025. PTA meetings on September 4th, October 16th, December 11th 2024 and January 22nd, February 19th, March 19th, April 16th, May 21st and June 6h, 2025.

Feedback for each stakeholder group looked similar. Our staff was able to participate in first looking at the data, identifying root causes, and then giving suggestions and input around what to start, stop, continue, and new ideas to support the data based on our student's and community's needs.

Final approval was at the School Site Council meeting on May 21, 2025.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.27%	0.29%	1	1	1
African American	1.07%	0.54%	0.29%	4	2	1
Asian	3.75%	4.32%	2.29%	14	16	8
Filipino	3.22%	4.86%	4.87%	12	18	17
Hispanic/Latino	71.85%	71.89%	74.21%	268	266	259
Pacific Islander	7.77%	7.03%	6.02%	29	26	21
White	6.43%	4.59%	5.16%	24	17	18
Multiple/No Response	5.36%	6.22%	6.30%	20	23	22
Total Enrollment				373	370	349

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	82	81	46
Grade 1	53	64	57
Grade 2	48	53	59
Grade 3	65	47	54
Grade 4	62	61	51
Grade 5	63	64	56
Total Enrollment	373	370	349

Data Statements: Strength

1. Although enrollment has declined, it has not declined enough to reduce staffing numbers as we have added an upper grade combination class to our school site.

Data Statements: Challenges

2. Lead's enrollment has declined over the past three years. (24 students)

Why are we getting these results?

3. Bay Area housing prices have not fallen despite COVID and other factors. This mirrors the Districts decline in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	224	209	209	60.1%	56.5%	59.9%
Fluent English Proficient (FEP)			22			6.3%
Reclassified Fluent English Proficient (RFEP)	24	31		6.4%	8.4%	

Conclusions based on this data:

1. For this school year, Lead increased it's number of English Learners.
2. For this school year, Lead reclassified more students than the previous school year.
3. Lead reclassified more students in the 2023-2024 school year.

School and Student Performance Data

Data Indicators and Targets

<https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%2218jvXdYHRbm3sHzgPbCf-jCVm30PDtMZt%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22116968459494555431746%22%2C%22resourceKeys%22%3A%7B%7D%7D>

Data Statements: Strength

- In literacy:
Our students performed significantly higher in the 2nd interim of 2024/2025 in the PAF assessment.

In Math:
The number of all students meeting and exceeding the standard increased by 3 %. Specifically, our Special Education students went up 6.7%

Math Benchmarks:
Kindergarten students increased by 11%, meeting or exceeding the first-grade students, who increased by 7.7%.

Chronic absenteeism:
We have seen a decrease of students labeled as chronically absent by 7%.
The largest decrease was amongst our socially economically disadvantaged students by 9%.

CHKS
In 2023, 65% of students felt like they had a caring adult at school, while this year, 83 %t they had a caring adult at school. In 4th grade, students felt more connected by 18% compared to the previous year.

English Learners:
This year, 44% of our EL increased one level or maintained level 4 compared to 2023, with 34%.

Data Statements: Challenges

- Lead needs to improve its suspension rates for our SpEd students.

In literacy:
Our overall ELA decreased by 1% percent exceeding or meeting standards.
The largest decrease was in SpEd with a decrease of 6% percent.

NWEA
We have seen a decrease amongst all students, with at least 4% across the board.

Math Benchmarks:
A decrease amongst students in fourth grade in meeting or exceeding district math benchmarks by 18%.

Chronic absenteeism:
Chronic absenteeism continues to be an area of concern, with our SpEd students increasing by 3%.

CHKS:
The number of students who feel safe at school decreased in both 3rd and 5th grade.

Planning Statements

3. This year, lower grade levels are participating in year-long professional development and coaching in Math. Schools will continue to increase participation for target groups using the Intervention Programs: Footsteps2Brilliance and ST Math.

Staff will continue to receive professional development on Restorative Practices and Responsive Classroom.

The school will also create a plan to support regular attendance among subgroups who have chronic absenteeism. Improve attendance for target groups through Attendance Matters Flyers, personalized contact with families, and incentives for improved student attendance.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards"). Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided curriculum.		
MTSS, Tier 1: Support K-2 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	181,000
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students.	District-provided resource.		
MTSS, Tier 2 & 3: Provide two paraeducators to support by pushing in and supporting small group learning focused on foundational literacy. Targeting specifically student groups identified in TSI: Students with Disabilities in the areas of ELA, Math, English Language Progress	Site-identified 6.5 hour and 6.5 hour Paraeducator 1 roles	2000-2999: Classified Personnel Salaries Site Supplemental	118,097

Indicator(ELPI), and Chronic Absenteeism.			
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based NWEA for 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost). Targeting specifically student groups identified in TSI: Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	District-provided materials and resources		
MTSS, Tier 1 & 2: Assign Multilingual ToSA to support reclassification, monitoring and curriculum needs.	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	177308
MTSS, Tier 2 & 3: Provide one paraeducator to support by pushing in and supporting small group learning focused on foundational literacy. Targeting specifically student groups identified in TSI: Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	Site-identified 6.5 hour Paraeducator 1 roles	2000-2999: Classified Personnel Salaries Site Title 1	58723
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost). Targeting specifically student groups identified in TSI: Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	District-provided resources		

MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).	Site-identified	1000-1999: Certificated Personnel Salaries Site Title 1	137362
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).	Archer Foundation Grant	1000-1999: Certificated Personnel Salaries Other	41000
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources		
MTSS, Tier 1: Support TK-5 teachers to collaborate with site Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided .5 Math ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Implement math intervention programs (Go Math) to support unfinished learning and develop positive math mindsets of targeted students.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students. Targeting specifically student groups: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support 4-5th staff to participate in summer and school-year professional development to deepen implementation of TWIG Science curriculum.	District-provided materials and resources		

MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
MTSS, Tier 1: Provide outdoor education and hands-on learning experiences to fifth grade students for a four-day and three-night overnight science education trip to Mission Springs.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Provide hands-on learning experiences and field trips, including transportation, in science education	Site-identified additional expenses (Transportation and equipment costs)	5000-5999: Services And Other Operating Expenditures Site Title 1	12000
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	District-provided materials and resources	District Central funding	
Implement Music4Minors performing arts program	District-provided materials and resources	District Central funding	
STRATEGY: School Culture and Support			
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. Targeting specifically student groups identified in TSI: Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	Site-identified staff extra-time and meeting costs		
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. Targeting specifically student groups identified in TSI: Disadvantaged and Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	Site-identified resources		

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Family Engagement			
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources		
Provide site-based community outreach specialists and workers to improve school-home communications during the summer to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth and to expand school and community-based resources available to families during the summer months.	District-provided resources		
Provide site-based community specialist resources to ensure a well-supplied Community Wellness Center that will support and engage families and students.	Site-identified resources	4000-4999: Books And Supplies Site Title 1	1000
Extended Hours to staff to implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	Site-identified staff extra-time	2000-2999: Classified Personnel Salaries Site Title 1 Family Engagement	700
Family Engagement Event Materials and Supplies to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-	Site-identified resources	4000-4999: Books And Supplies Site Title 1 Family Engagement	800

based resources available to families.			
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement supplemental and culturally responsive curriculum for new teachers that builds a classroom and school-wide culture that is supportive of all students and families.	Site-identified additional expenses	4000-4999: Books And Supplies Site Supplemental	1000
Supplemental classroom supplies to ensure high needs students have equal access and opportunity for achievement	Site-identified additional expenses	4000-4999: Books And Supplies Site Title 1	10862
STRATEGY: Full Service Community School			
Build site community school steering committees to engage all stakeholder voices to bring in resources needed to provide opportunities for students in the areas of quality early learning (access to pre-k), extended learning day, and academic interventions.	District-provided resources Site-identified staff extra-time		
Engage with a district-level community school steering committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive.	District-provided resources Site-identified staff extra-time		
Complete assets and needs assessments throughout the year via a multi-stakeholder site community school steering committee to determine community school resources.	District-provided resources Site-identified staff extra-time		
Expand after-school program to ensure students have access to enriched learning opportunities beyond the traditional school day.	Community School Grant	5000-5999: Services And Other Operating Expenditures Other	114,600

<p>Provide a full-time Community School Specialist o lead community school activities and serve as the after-school lead that will ensure students have access to after-school programs, provides family education opportunities, and leads the Family/Community School Center.</p>	<p>Community School Grant</p>	<p>2000-2999: Classified Personnel Salaries Other</p>	<p>125,000</p>
<p>Provide a full-time Community School Specialist o lead community school activities and serve as the after-school lead that will ensure students have access to after-school programs, provides family education opportunities, and leads the Family/Community School Center.</p>	<p>District Provided Resources</p>	<p>2000-2999: Classified Personnel Salaries Other</p>	<p>60,000</p>
<p>Provide a Family/Community School Center that will serve as the hub for for families and students requiring wrap-around services, parent/family education, and after-school activities. Led by the Community Schools Coordinator, the Family/Community School Center will bring community resources from local partners and agencies.</p>	<p>Community School Grant</p>	<p>4000-4999: Books And Supplies Other</p>	<p>10,400</p>

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	147,573
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. Targeting specifically student groups identified in TSI: Students with Disabilities.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case	District-provided materials and resources		

management and guidance for students in the SST process. Targeting specifically student groups identified in TSI: Students with Disabilities			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. Targeting specifically student groups identified in TSI: Students with Disabilities and Chronic Absenteeism	District-provided materials and resources Site-identified resources	4000-4999: Books And Supplies Site Title 1	1000
MTSS, Tier 1, 2, &3: Assign 1.0 FTE of a RBT provide individual and group wellness and behavior support. Targeting specifically student groups identified in TSI: Students with Disabilities	District-provided materials and resources		
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB)	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries	
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff extra-time and meeting costs		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	Site-identified staff extra-time and meeting/activities costs		
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of	Site-identified staff extra-time		

students who are chronically absent.			
MTSS Tier 2 Youth with Students with IEPs, (TSI): On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism. (School-to-Home Connection Monthly Check Ins)	Site-identified resources	4000-4999: Books And Supplies Site Title 1	500
MTSS Tier 2 Students with IEPs and Chronic Absenteeism Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc	Site-identified staff extra-time		
MTSS Tier 2 Students with IEPs: Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.	Site-identified staff extra-time		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district-recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets)	Site-identified staff extra-time and meeting costs		
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-identified staff extra-time		
MTSS Tier 2 :	Site-identified staff extra-time		

<p>On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.</p>			
<p>MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.</p>	<p>Site-identified staff extra-time</p>		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

GOAL 1 ANALYSIS

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

The implementation of the PAF program, led by our L&L TOSA's, and supported by our site paras, has been extremely effective in increasing the early literacy skills of our K-2 students. The collaboration of our L&L TOSAS with our MLL TOSA has strengthened the effectiveness of our PAF program for our MLL learners. The implementation of supports and curriculum to support our RFEP learners was effective in increasing overall achievement. The implementation of centers in both ELA and Math was extremely effective in not only increasing student engagement, but also achievement levels.

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

Although ELA centers were extremely effective in grades K-2, grades 3-5 struggled more to use them with fidelity. The centers were purchased for implementation during ELA center time. However, upper-grade teachers found that this model was not as effective due to time constraints and the need to align the centers with the curriculum standards. There were no differences between the budgeted expenditures and the implementation in the lower grades.

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.

We will not purchase any more centers and continue to maximize the effectiveness of the ones we already have. We will encourage classrooms to share resources and collaborate on best strategies for effective implementation.

GOAL 2 ANALYSIS

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

With the leadership of our Community Services Specialist, we were very effective in strengthening our home to school connection with families and identifying barriers and challenges. Our use of our own teachers and staff to administer the ELPAC test was extremely effective in raising test scores.

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

Our site CSS was given a large budget for her room, and did not spend all the money because the district provided more resources than expected.

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.

We will no longer be working with our outside ABAR consultant.

GOAL 3 ANALYSIS

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

We are very proud of the successful implementation of this goal and the effectiveness of the strategies and activities planned. Our site RBT was able to support our students with IEPs to minimize behavior and create systems to set them up for success in the classroom. Our attendance breakfast was planned and executed successfully.

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

Although we held our attendance breakfast with fairly good attendance, and held SART meetings with the families who did not attend, we saw little to no improvement in attendance. This item was intended to support families in identifying needs to improve student attendance. Although many families attended the event, we found that there was little improvement in attendance rates and felt that the budget was too large. This year, we are significantly reducing the budget and plan to foster stronger relationships with families in order to improve attendance. We will focus on more direct outreach, such as meetings, phone calls, and home visits.

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.

We will not have the same amount of funding for attendance meetings with families, and shift to a monthly check in call or meeting with individual families.

GOAL 4 ANALYSIS

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

Briefly 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.

GOAL 5 ANALYSIS

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

Briefly 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 table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,273,925.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
District Central funding	\$580,881.00
Other	\$351,000.00
Site Supplemental	\$119,097.00
Site Title 1	\$221,447.00
Site Title 1 Family Engagement	\$1,500.00

Subtotal of state or local funds included for this school: \$1,273,925.00

Total of federal, state, and/or local funds for this school: \$1,273,925.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Central funding	580,881.00
Other	351,000.00
Site Supplemental	119,097.00
Site Title 1	221,447.00
Site Title 1 Family Engagement	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	759,243.00
2000-2999: Classified Personnel Salaries	362,520.00
4000-4999: Books And Supplies	25,562.00
5000-5999: Services And Other Operating Expenditures	126,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	580,881.00
1000-1999: Certificated Personnel Salaries	Other	41,000.00
2000-2999: Classified Personnel Salaries	Other	185,000.00
4000-4999: Books And Supplies	Other	10,400.00
5000-5999: Services And Other Operating Expenditures	Other	114,600.00

2000-2999: Classified Personnel Salaries	Site Supplemental	118,097.00
4000-4999: Books And Supplies	Site Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Site Title 1	137,362.00
2000-2999: Classified Personnel Salaries	Site Title 1	58,723.00
4000-4999: Books And Supplies	Site Title 1	13,362.00
5000-5999: Services And Other Operating Expenditures	Site Title 1	12,000.00
2000-2999: Classified Personnel Salaries	Site Title 1 Family Engagement	700.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	800,490.00
Goal 2	324,362.00
Goal 3	149,073.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Natalie Delahunt	Principal
Jennifer Lucas	Parent or Community Member
Liz Hollands	Parent or Community Member
Shannon Twomey	Other School Staff
Elisabeth Glikbarg	Classroom Teacher
Janet Chappell	Classroom Teacher
Shannon McGovern	Other School Staff
Renee Skinner	Other School Staff
Avida Aguilar	Parent or Community Member
Celia Santana	Parent or Community Member
Linda Tong	Classroom Teacher
Clara Diaz	Parent or Community Member

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council

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, 2025.

Attested:

	Principal, Natalie Delahunt on 05/28/25
	SSC Chairperson, Liz Hollands on 05/28/25

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019