School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Campolindo High School	07 61630 0731125	February 27, 2026	May 6, 2026

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 Campolindo High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

- Schoolwide Program

Schoolwide Program: Campolindo High School's Single Plan for Student Achievement will guide the school's efforts at continuous school improvement. The goals and strategies outlined in this SPSA align with the goals and strategies of the Local Control Accountability Plan of the Acalanes Union High School District, and this alignment will foster targeted, effective, and sustainable school improvement efforts.

Educational Partner Involvement

How, when, and with whom did Campolindo High 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

The development of Campolindo's 2025-26 SPSA was an inclusive process that relied on active participation by all staff members (classified and certificated) as well as student leaders and representatives from the parent community. Staff, student leaders, and parent representatives served on one of five focus groups: Organization, Curriculum. Learning and Teaching, Assessment and Accountability, and School Culture and Student Support.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the 2025 California School Dashboard, Campolindo High's overall suspension rate is currently in the "orange" performance category, with 1.8% of students suspended for at least one day. This status reflects a steady increase in suspensions over the last several years, rising from a low of 0.4% in 2022 to the current 1.8% in 2025.To address these rising figures, the school is implementing a comprehensive set of interventions, including proactive counseling, wellness services, and restorative practices that serve as effective alternatives for suspension. These climate-focused efforts are reinforced by class visits at the start of the year to set clear behavioral expectations and the continued expansion of the No Place for Hate initiative to ensure a safe and inclusive campus for every student.

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.

Campolindo High School is actively addressing the performance of Students with Disabilities, who are currently identified in the "yellow" category for English Language Arts (ELA) and Mathematics and the "orange" category for College/Career readiness. To close achievement gaps, the school has restructured its academic support by changing math pathways, adopting co-teaching models, and utilizing targeted interventions overseen by a dedicated intervention TOSA. These

efforts have resulted in significant measurable growth, with this student group increasing their performance by 23.2 points in ELA and 44.9 points in Mathematics, successfully narrowing their distance from state standards.

While the "orange" status in College/Career readiness reflects a 45.7% preparedness rate, the school has identified that this figure is largely impacted by students fulfilling World Language (ASL) requirements through external platforms rather than on-campus. To support these students, staff provide ongoing guidance through Learning Skills classes and specialized support at the College and Career Center.

Other Needs

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

Suspension: The percentage of students who identify as two or more races, or with a reported disability, that were suspended for at least one day exceeds that of our overall school level. In order to address this, students that are suspended receive additional wrap around school supports such as Wellness, Counseling, and other Intervention Programs.

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.

Curriculum Development
Campolindo High School will engage in curriculum development in order to provide all students access to an equitable, engaging, and relevant learning experience.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High Quality Programs).

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.

Curriculum development is needed for all departments to ensure that lessons and experiences are equitable, engaging, and relevant. Though we are finding some successes, our findings show that curricular and instructional strategies are not reaching all students and we need to ensure that we are providing an "equitable learning environment," as our Mission states. Student surveys also report that they prefer learning when the class includes activities such as discussions, debates, experiments, projects, games, etc. (Stanford Survey of School Experience, 2022).

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	Year 1 Outcome	Year 2 Outcome	Expected Outcome
SMARTER BALANCED ASSESSMENT: English Language Arts / Literacy -- Percentage of students achieveing "Standard Met" or "Standard Exceeded"	87% (Spring 2023)	87% (Spring 2024)	85% (Spring 2025)	90% (Spring 2026)
SMARTER BALANCED ASSESSMENT: Mathematics -- Percentage of students achieveing "Standard Met" or "Standard Exceeded"	72% (Spring 2023)	67% (Spring 2024)	70% (Spring 2025)	80% (Spring 2026)
COLLEGE AND CAREER READINESS: Percentage of graduates completing	87% (Spring 2023)	87% (Spring 2024)	88% (Spring 2025)	90% (Spring 2026)

the UC/CSU a-g course requirements				

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	Increase teacher capacity through PD and PLCs in order to better provide students with equitable, engaging and relevant learning experiences. 1. Well trained, empowered, and cohesive professional learning communities will lead to horizontal and vertical curriculum alignment, engaging and relevant curriculum, and equitable grading practices. A. Horizontal alignment will happen across course-alikes at the curriculum/assessment level, and across grade level with shared skills and themes. Vertical alignment will happen within departments as knowledge and skill spirals upwards through specific courses; and as students develop higher order skills while they progress toward graduation. 2. Provide additional professional development in developing PLCs for department chairs and key instructional leaders 3. Support teachers in integrating culturally relevant pedagogy into lessons. 4. Continued use of Friday morning collaboration time	All Students with a particular focus on students with disabilities	
1.2	Curriculum and instruction will include more projects and student-driven activities. 1. Further work on developing engaging and relevant lessons and curriculum will build on existing courses and teacher best practices in these areas. Ways to support this work include: A. Use of PD sessions to identify and share best teaching methods amongst the staff that engage students. B. Redesigning lesson plans to include more PBL. C. Identifying potential new courses. D. Aligning current courses both horizontally and vertically. E. Training/PD in culturally relevant teaching pedagogy and project based learning.	All Students with a particular focus on students with disabilities	
1.3	Support policies and procedures across all departments and grade levels by increasing communication with all staff and partner groups. 1. By adopting well communicated, cross-campus policies and procedures, students in all grade levels will experience a cohesive school culture	All Students with a particular focus on students with disabilities	

	with clear expectations. Clearly communicated policies and procedures will: A. Emphasize school rules and give students clear guidelines of behavior, homework expectations and grading policies. B. Emphasize clear guidelines that give classroom teachers continuity. C. Align home to school expectations. (Parents will learn to appreciate the continuity between classrooms and grade levels.)		
1.4	Align assessments and grading policies. 1. Equitable grading practices will continue to emerge across all curricular areas and grade levels. Through further adoption of the Grading for Equity strategies, our work will: A. Require teachers to develop equitable grading practices. B. Further teacher participation in the Grading for Equity 2-day training. C. Coalesce the strategies from Grading for Equity, standardizing at the district/school site as such : i.Grades must be mathematically accurate and accurately represent mastery of standards ii.Grades must be equitable and free from subjectivity and bias iii. Grades must be motivational and support a growth mindset. 2. Develop and implement common assessments and summative projects using essential standards. A. Assessment rubrics are aligned per department 3. Increase subject-level site-based common assessments in English, math, social studies and science. This will guide teachers toward an equitable education across all classrooms. 4. Provide PD and teacher release time to create assessments that are equitable, engaging and measure essential standards. A. Math and English departments are receiving specific district wide guidance	All Students with a particular focus on students with disabilities	

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.

Campolindo High School's implementation of Goal 1 centers on Professional Learning Communities (PLCs) to drive horizontal and vertical curriculum alignment, grading for equity, and the integration of project-based learning. To support

these efforts, the school utilized 9th Grade Transition Teams, Academy "tagging" for targeted student instruction, and the web-based math tool EDIA to address learning gaps. While these strategies have successfully fostered a collaborative teacher culture, the school is currently performing below its 2025 proficiency targets. Specifically, English Language Arts proficiency fell to 85% and math reached 70%, both missing their respective 90% and 80% goals. However, the school saw a slight increase in UC/CSU a-g course completion, rising to 88%. To address identified performance gaps, leadership adjusted the expected outcomes for students with disabilities to better reflect their current needs while implementing intentional district-level math guidance and the web-based tool EDIA. Additionally, collaborative teaching teams pairing general and special education teachers were established to improve instructional delivery and combat declining standards in core subjects.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

High Levels of Achievement
Campolindo High School will refine and develop intervention processes and strategies to foster high levels of achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (Access and Equity).

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.

Specific interventions are needed in order to best reach every student. While our school Dashboard findings for 2023 were "very high" and 11th grade CAASPP scores are well above the state average, not all students are excelling in academics. As revealed in our year one outcome, we have seen a decline in student achievement, specifically with our students reporting a disability. Specialized interventions are therefore needed across all grade levels, and programs, to foster high levels of curricular achievement and a desire for life-long learning.

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	Year 1 Outcome	Year 2 Outcome	Expected Outcome
SMARTER BALANCED ASSESSMENT: English Language Arts / Literacy -- Percentage of students with a reported disability achieving "Standard Met" or "Standard Exceeded"	64% (Spring 2023)	50% (Spring 2024)	57% (Spring 2025)	67% (Spring 2026)
SMARTER BALANCED ASSESSMENT: Mathematics -- Percentage of students with a reported disability achieving "Standard Met" or "Standard Exceeded"	29% (Spring 2023)	10% (Spring 2024)	30% (Spring 2025)	35% (Spring 2026)
SEMESTER ACHIEVEMENT	20% (2022-2023 School Year)	10% (2023-2024 School Year)	6% (2024-2025 School Year)	12% (2025-2026 School Year)

GRADES: Percent of students in the 9th grade earning one or more semester grades below a "C-" per Aeries Analytics				
COLLEGE AND CAREER READINESS: Percentage of graduates with disabilities completing the UC/CSU a-g course requirements	45% (Spring 2023)	42% (Spring 2024)	46% (Spring 2025)	50% (Spring 2026)

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	Curricular Leads to utilize PLC structure to build and implement regular common formative assessments. Curriculum teams will identify specific standards that require timely intervention; interventions will incorporate different types of support depending on student need and lead to the development of individual student support plans: 1. Direct teacher-student support -- Teacher meeting with student to identify student needs and possible barriers to accessing learning. 2. Collaboration with additional adults which could include any combination of: Parent, Counselor, Case manager, TOSAs, Wellness staff, Administrator. 3. Engagement with support programs such as: Academy, Wellness, Peer tutoring, Intervention TOSA, Student Resource Team (SRT). 4. Grade level intervention teams - Teachers meeting to discuss student academic challenges and to determine best academic supports 5. 9th Grade Collaborative Team - Focus on student engagement, supports, and teacher strategies to improve student achievement and engagement This integrated and organized program could be supported by: A. Development and implementation of staff training to provide a school wide intervention program. i. Grade level leads trained and supported by intervention TOSAs ii. Front loading of intervention tiers to faculty and staff - ie. teachers, counselors, administration, SST Increase effectiveness of Academy interventions by: A. PD for all staff.	All Students with a specific focus on students with disabilities	

	B. Review state standards and essential standards that are the core of each curricular area. C. Create a clear focus for learners. D. Involve intervention TOSA in school-wide implementation of tier 1, 2 and 3 intervention strategies. E. Engage all teachers in the process of identifying and working with at-risk learners. F. Counselors use D/F lists and Canvas to identify and direct students to Academy sessions. G.Expand peer tutoring during Academy to increase academic support. H.Student lessons on purpose and use of Academy		
2.2	Practice close collaboration between special education teachers and core classroom teachers in order to build effective accommodations and develop IEP goals. In order to close the achievement gap between special education students and regular education students, clear and focused intervention processes need to be expanded by: 1. Providing PD to classroom teachers about how to manage: A. Accommodations for assignments and assessments. B. Extra time for student assessments (IEPs and 504s). C. Collaborative best practices between SPED teachers and classroom teachers, and instructional assistants (I.A.s). i. Use of co-teaching collabs in English and Math courses 2. Practice regular and focused PLCs. This includes: A. Monthly department meetings which include engaging conversations about individual learners. B. Cross-curricular collaborations between SPED teachers and classroom teachers C. Regular and robust conversations about student needs with all partner groups, including parents and support staff.	All students with a specific focus on students with disabilities	
2.3	Provide student support services to foster mastery of the California mathematics and English language arts standards and ensure college and career readiness for all students. 1. Examine assessments and surveys, such as quarterly report cards, CAASPP results, and bi-annual CHS Pulse data, in order to provide targeted interventions. By analyzing quantitative and qualitative data we can better differentiate strategies for special education students. Regular analysis will lead to targeted interventions by: A. Counselors use D/F lists and Canvas to identify and direct students to Academy sessions.	All students with a specific focus on students with disabilities.	24772 Foundation 1000-1999: Certificated Personnel Salaries Intervention TOSA 8063 Foundation 3000-3999: Employee Benefits Intervention TOSA

	B. Intervention TOSA uses strategies to direct students toward interventions and track and refine interventions. C. Direct targeted student to peer tutoring during Academy to increase academic support related to English and mathematics standards. D. Use of EDIA (online math program) in Algebra 1 courses to further support student comprehension and application 2. Incorporate daily resilience and empowerment practices in all classrooms to encourage students to: A. Be self-disciplined. B. Practice resilience. C. Advocate for themselves when seeking clarification or extra help. D. Practice organization with study skills and planning ahead for absences. E. Practice academic honesty.		
2.4	Provide all incoming ninth grade students with skills and support as they transition into high school. 1. Familiarize and train all students on communication protocols and systems used at Campolindo A. How to use Canvas B. Review and uphold the school tech policy as outlined in the student handbook C. Peer-led walkthrough of the Campus to learn where all resources can be found. D. Open House presentations for 8th graders led by upperclassmen to ease minds regarding the high school transition. E. Programming for 9th graders to learn about various elective options. F. Programming for 9th graders prior to major high school events such as Final Exams. 2. Provide students access and academic support to bolster engagement and achievement A. Academic Intervention TOSA B. How to utilize Academy sessions C. Lessons that address executive functioning D. Goal setting E. AVID strategies implemented in daily lessons	Specific focus on all 9th grade students	

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.

Campolindo High School implemented Goal 2 through 9th Grade Transition Teams, grade-level intervention groups, and specialized co-teaching models supported by tools like the EDIA math program. These strategies were highly effective for freshmen, as only 6% of 9th graders earned grades below a "C-", significantly outperforming the 12% target and the 20% baseline. For students with disabilities, math proficiency rebounded to 30%, meeting the annual goal, and UC/CSU a-g completion rose to 46%, though English Language Arts (57%) and college readiness still fell short of their respective 67% and 50% targets. Despite missing some proficiency benchmarks, the data-driven interventions and collaborative structures successfully stabilized performance, leading leadership to recalibrate future expectations to better align with the specific needs of students with disabilities.

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

There were no major differences between 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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Wellness and Connectedness
Campolindo High school will further develop a culture and climate that includes an emphasis on the social-emotional wellness of all students in order to create a safe environment and increase connectedness to their school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students. (School Climate and Socialemotional Development)

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 social-emotional wellness of our students and staff reflects on their overall achievement in school and in life. It is imperative that we support our school community to enhance wellness focusing on social, emotional, and mental health strategies and support. By working toward an inclusive culture and climate we can increase students' feeling of belonging and engagement in all learning opportunities.

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	Year 1 Outcome	Year 2 Outcome	Expected Outcome
School Climate and Culture -- Connectedness Average of students reporting "Agree" or "Strongly Agree" on five "School Connectedness" items; CA Healthy Kids Survey	65% 9th Grade (Fall 2023) 71% 11th Grade (Fall 2023)	Updated data available 2025	80% 9th Grade (Fall 2025) 75% 11th Grade (Fall 2025)	85% 9th Grade (Fall 2027) 80% 11th Grade (Fall 2027)
School Climate and Culture -- Belonging Percentage of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; PULSE Survey	82.61% (Spring 2023)	82.9% (Spring 2025)	91.94% (Spring 2026)	95% (Spring 2027)

School Climate and Culture -- Academic Engagement Percentage of ninth grade students who have positive academic engagement in school; Stanford Survey of School Experiences	29% (Spring 2022)	31.7% (Spring 2024)	Updated data available spring 2026	35% (Spring 2026)

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	Implement inclusive curriculum and utilize instructional strategies to increase social-emotional wellness of all students. 1. Support new students and continuing students: A. Specific campus policies and procedures will be taught and practiced via all core classes and academy periods to reach a feeling of belonging and integration into a successful campus culture. B. Communication methods to teachers and peers will be taught and practiced. Boundaries about communication will be explained to students. C. Exercises in building kindness and resilience will be practiced. D. Integrate projects that are student-driven and project-based for the purpose of learning curricular content and creating community. 2. Professional Development and collaboration for teachers and support staff: A. To foster connectedness of staff as well as to foster methods of student connectedness and to develop social-emotional wellness for all students. B. Support new teachers' integration of specific-site based policies, procedures and culture through new teacher mentor program. C. PD that includes practice on how to create community in classrooms while respecting students' differences. D. Analyze qualitative data from students to assess their needs through grade level collaborative meetings.	All Students with a particular focus on historically marginalized students	
3.2	Provide an integrated framework of student support services that foster a positive culture and climate in and out of each classroom. This includes an emphasis on the social-emotional wellness of all students everywhere, all the time. 1. Align and increase collaboration between the following support programs: A. Academic Counselors	All Students with a particular focus on historically marginalized students	2000 LCFF - Base 1000-1999: Certificated Personnel Salaries BIRT Chair 470 LCFF - Base 3000-3999: Employee Benefits

	B. Wellness Center C. Peer tutoring center D. Library/ Student Center E. College and Career Center F. Classroom Teachers/ Grade Level Teams 2. Align and streamline the following support teams: A. SRT (Student Resource Team) B. BIRT (Bias Incident Reporting Team) C. Intervention TOSA D. Grade Level Collaborative Teams 3. Define and integrate intervention strategies required in Academy period for the purpose of making sure all students receive the attention and support they require. Administrative support provided so that teachers and staff may focus on students. A. Tagging students to Academy to target students that need more support, ie., review for assessments or complete missing assignments 4. Staff collaboration and group analysis of student data in order to best serve individual students.		BIRT Chair 52986 Foundation 1000-1999: Certificated Personnel Salaries Wellness Coordinator 13247 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Wellness Coordinator 44364 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Wellness Intake Specialist 22434 Foundation 3000-3999: Employee Benefits Benefits Wellness Staff 34000 LCFF - Supplemental 3000-3999: Employee Benefits Benefits Wellness Staff
3.3	Increase collaboration with partner groups in order to foster effective communication, vertical matriculation, and healthy expectations. 1. Create effective partner groups with middle schools, parents, community, and colleges to support our students. A. Joaquin Middle School Elective Fair 2. Improvement in creating clear and consistent policies that apply to all students. Creating climate of equity between all learners 3. Improvement in creating clear and consistent policies and communicating them with parents for the purpose of aligning expectations which is in the best interest of all students. 4. Educate parents on balanced long-term goals for their student(s). A. Parent Series B. College and Career Center Programs	All Students with a particular focus on historically marginalized students	
3.4	Increase feelings of connectedness to peers 1. Orientation focus will be on transitioning to high school A. Provide information on how to get involved with athletics and co-curricular activities B. Navigating peer groups C. How to communicate with teachers D. Familiarizing students with resources available to all students - wellness center, counseling, academy	Particular focus on ninth grade students	

	2. Regularly survey the students in terms of their stress and wellness A. Share general survey results with students so they know they are not alone B. Provide support as needed by way of general sessions addressing connectedness concerns C. Informing teachers and counselors of survey results to be addressed when meeting with students. D. Wellness appointments for specific students in need.		
3.5	Create opportunities for students to feel connected and recognized through co-curriculars 1. Provide activities that encourage students to get involved A. 9th Grade Orientation • School centered and focused on building connections through class and small group activities B. Club Day and Club Education • Opportunities for students to join clubs that are student created and driven • Club variance includes: athletic, academic, service oriented, culture, pop culture based C. DEIB Student Group • monthly meeting to help affinity groups connect with each other and support affinity months, D.Culture Fair • Increase participation by highlighting the various ethnic and culture groups on campus E. Leadership Summit • Senior leaders to speak to Sophomore and Junior leaders on what it means to be a leader and to contribute to belonging in sports, classes, on campus F. Leadership Class • Create two classes to accommodate student interest • Move away from just social activities and events to social-justice 2. Create school-wide events that align with our mission statement A. Student Support Committee	All Students	27401 Other 1000-1999: Certificated Personnel Salaries Leadership Release Period 12397 Other 3000-3999: Employee Benefits Leadership Release Period

	• Create sessions for freshmen (finals, etc) as well as recognize unsung heroes or students that were working on connections in their clubs B. School Dances (ie. Homecoming) • Moved away from date driven to social events where all are welcomed • Incorporate other activities for students during dances for those that want to socialize (movies in the gym, band in the MUR, photo booths, etc.) • Focus on making events more accessible by minimizing the cost to attend C. Rallies and Spirit Events • More focus on honoring clubs, organizations, and sports on campus D. Wellness Fairs • Activities and awareness given		

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.

This is a continuation of last year's Goals with the addition of strategies that are focused on student connectedness through co-curriculars (3.5). Our student leadership has evolved over the past few years, moving away from solely building school spirit to more social justice practices. The class has since grown from one section to two sections, allowing more students to lead the planning and implementation of school-wide programming such as Club Day, the Leadership Summit, and 9th-grade orientation. These efforts have successfully fostered a culture of inclusion, as evidenced by 91.94% of students reporting a sense of belonging in Spring 2026.

As we continue to provide an integrated framework of student support services that foster a positive culture and climate (3.2), we have been more intentional about the use of Academy and additional supports. Teachers are actively "tagging" students who require further instruction, academic resources, or one-on-one assistance. Additionally, the implementation of Grade Level Teams has been pivotal in ensuring that any student of concern—whether academic, social, or emotional—is discussed among teachers so proper supports can be implemented. This targeted intervention strategy has contributed to a rise in academic engagement among ninth graders, which increased to 31.7% in Spring 2024, showing steady progress toward the 35% goal.

We have also added more touch points for our community this year to foster effective communication and healthy expectations (3.3). In January 2026, Campolindo's elective teachers and students visited Joaquin Middle School to highlight programming and answer questions about the high school experience. Furthermore, we continue to hold Parent Nights that address areas of concern, with a specific focus on 9th-grade transitions in the fall and on Special Education

pathways through and beyond high school. These strategies remain essential for aligning community expectations with the school's mission of equity and belonging.

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

There were no major differences between 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.

During the 2026-27 school year, the 9th grade and Culture and Climate TOSA will not be funded.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$242,134.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Foundation	$108,255.00
LCFF - Base	$2,470.00
LCFF - Supplemental	$91,611.00
Other	$39,798.00

Subtotal of state or local funds included for this school: $242,134.00

Total of federal, state, and/or local funds for this school: $242,134.00

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

Expenditures by Funding Source

Funding Source	Amount
Foundation	108,255.00
LCFF - Base	2,470.00
LCFF - Supplemental	91,611.00
Other	39,798.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	120,406.00
2000-2999: Classified Personnel Salaries	44,364.00
3000-3999: Employee Benefits	77,364.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Foundation	77,758.00
3000-3999: Employee Benefits	Foundation	30,497.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000.00
3000-3999: Employee Benefits	LCFF - Base	470.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,247.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,364.00
3000-3999: Employee Benefits	LCFF - Supplemental	34,000.00
1000-1999: Certificated Personnel Salaries	Other	27,401.00
3000-3999: Employee Benefits	Other	12,397.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	32,835.00
Goal 3	209,299.00

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

5 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

9 Secondary Students

Name of Members	Role
Pete Alvarez	Principal
Robyn Harrison	Other School Staff
Delphine Cody	Classroom Teacher
Jonathan Clark	Classroom Teacher
Mark Roberts	Classroom Teacher
Paul Verbanszky	Classroom Teacher
Stephanie Verbanszky	Classroom Teacher
Stephanie Sliwinsku	Other School Staff
David Siu	Secondary Student
Elsa Stratford	Secondary Student
Kyle Pearlstein	Secondary Student
Megan Sugiyama	Secondary Student
Noah Bobrow	Secondary Student
Rylan Gottschalk	Secondary Student
Sarita Berkes	Secondary Student
Cade Williamson	Secondary Student
Sammy Volpentest	Secondary Student
Maia Siu	Parent or Community Member
Rachel Erickson	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
	Other: Campolindo School Advisory 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 April 27, 2026.

Attested:



Principal, Pete Alvarez on April 27, 2026



SSC Chairperson, Robyn Harrison on April 27, 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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal 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.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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