School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Gardens Elementary School	07 61754 6004162	February 4, 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 Monte Gardens Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to provide all community partners including families, staff and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula, as they relate to improving academic performance for all students

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

- Schoolwide Program

  The purpose of this plan is to provide all community partners including families, staff and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula, as they relate to improving academic performance for all students

Monte Garden's goals are focused on those of the Mt. Diablo Unified School District. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners are key to providing a program for our students that will prepare them to focus on career and college success. LCAP focuses on specific focal scholar needs and strategies to address their achievement. In an effort to meet these goals the following are essential components to overall student success at our school: Professional development for all staff focused on learning acceleration, social emotional learning and the International Baccalaureate World Schools. Our school is an authorized International Baccalaureate World School. At our school site, our focus is on inquiry based learning to meet standards-based instruction to support our students.

The School Site Council (SSC) monitors our student progress to support the needs of our students.

The plan includes: analyzing academic and non-academic data to identify specific areas where students may be struggling; engaging with stakeholders to gather insights into the needs and challenges faced by these student populations; establishing specific, measurable, and attainable goals for improving the outcomes; implementing evidence-based strategies and interventions; providing professional development; allocating resources to support the implementation of strategies; engaging families and the community; implementing culturally responsive practices; complying with Special Education requirements; and communicating progress and outcomes to stakeholders.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

There are School Site Council (SSC) meetings and surveys that are given prior to finalizing the SPSA. Meeting times are planned for after school to accommodate staff and parents/guardians. Once finalized, the SSC meets at least monthly for the purpose of tracking SPSA action progress. All meetings are held in person and virtually so parents/guardians and staff can join from school or home. Student achievement and SEL data, from multiple sources, are presented to the SSC. The SSC recognizes the need to focus on our focal scholars, our students who are lower performing groups and all students. There are also opportunities for all stakeholders to share in the involvement process of the SPSA by discussions led at the Coffee with the Principal, Monte Gardens Parent Club meetings and surveys to our stakeholders. All SSC meetings are open to the public and meeting dates and times are communicated in advance and with a welcome invitation to attend. Our community is notified of meetings in weekly newsletters and in Parent Square notifications.

ADDITIONAL MEETINGS AND GROUPS

- staff meetings (discussion of previous SPSA goals / conversation / Next steps in International Baccalaureate)
- School Community Bonanza (Expectations, Programs offered,
- Community Back to School Night (Expectations, School Goals (SPSA/LCAP)
- CARE Team
- Attendance Liason
- Weekly Parent Club Meeting

- SART team

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.

Not applicable

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.

Monte Gardens Elementary School is in the orange performance category for English Language Learners and Suspension.

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.

Monte Gardens Elementary for English Language Learners, socioeconomically disadvantaged for ELA (orange). Students with disabilities for chronic absenteeism (red)

Other Needs

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

Our school focus this year is on our chronic absenteeism to support student growth by holding SARTS and SARB meetings regularly with students that are in need of support.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Monte Gardens Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0.19%	0.17%	1	1	1
African American	2.70%	1.11%	2.08%	13	6	12
Asian	3.73%	5.57%	10.73%	18	30	62
Filipino	4.56%	4.64%	4.84%	22	25	28
Hispanic/Latino	31.54%	32.1%	33.91%	152	173	196
Pacific Islander	0.21%	0.37%	0.52%	1	2	3
White	26.56%	21.89%	30.10%	128	118	174
Multiple/No Response	9.96%	10.76%	12.11%	48	58	70
			Total Enrollment	482	539	578

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	85	85	93
Grade 1	73	97	97
Grade 2	74	84	101
Grade3	76	81	92
Grade 4	82	100	96
Grade 5	91	92	99
Grade 6	1		
Total Enrollment	482	539	578

Conclusions based on this data:

1. The total number of students at Monte Gardens Elementary School has grown over the past three years by almost 100 students. For 2025-26, our current enrollment is at 568 students.

2. Monte Gardens student group demographics has changed over the past three years just as the enrollment has increased by almost 100 students.
However, our Hispanic (33.75%) and White (25.80%) populations remain the two largest race populations over the three years.

3. Our Asian population has increased to 12.37% in the 2025-26 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	59	67	88	7.9%	12.2%	15.2%
Fluent English Proficient (FEP)	69	74	74	13.1%	14.3%	12.8%
Reclassified Fluent English Proficient (RFEP)	11	18		18.4%	23%	

Conclusions based on this data:

1. The number of multilingual learner students who have been tracked for reclassification has increased . In the last three years, Monte Gardens has had 57 students reclassify from our EL Program.
2. Our English Learner population continues to increase annually. In three years, according to this data, we have increased by 29 students.
3. During the 2025-26 school year, we currently have 90 English Learners enrolled. Currently, 15.9% of our school population is EL students. This is a 8% increase over four years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76	83	92	75	82	89	75	82	89	98.7	98.8	96.7
Grade 4	81	100	94	78	98	93	78	98	93	96.3	98.0	98.9
Grade 5	89	91	98	88	87	96	88	87	96	98.9	95.6	98
All Grades	246	274	284	241	267	278	241	267	278	98.0	97.4	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2451.	2449.	2433.	29.33	29.27	24.72	36.00	30.49	25.84	20.00	21.95	26.97	14.67	18.29	22.47
Grade 4	2504.	2499.	2492.	44.87	33.67	32.26	21.79	32.65	31.18	14.10	16.33	18.28	19.23	17.35	18.28
Grade 5	2534.	2551.	2534.	35.23	47.13	31.25	32.95	18.39	31.25	15.91	19.54	29.17	15.91	14.94	8.33
All Grades	N/A	N/A	N/A	36.51	36.70	29.50	30.29	27.34	29.50	16.60	19.10	24.82	16.60	16.85	16.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.67	25.61	22.47	64.00	64.63	61.80	9.33	9.76	15.73
Grade 4	28.57	24.49	29.03	58.44	67.35	60.22	12.99	8.16	10.75
Grade 5	21.59	37.93	22.92	70.45	51.72	65.63	7.95	10.34	11.46
All Grades	25.42	29.21	24.82	64.58	61.42	62.59	10.00	9.36	12.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.00	14.63	11.24	54.67	63.41	68.54	21.33	21.95	20.22
Grade 4	35.53	19.39	17.20	51.32	64.29	61.29	13.16	16.33	21.51
Grade 5	29.89	35.63	20.83	59.77	49.43	65.63	10.34	14.94	13.54
All Grades	29.83	23.22	16.55	55.46	59.18	65.11	14.71	17.60	18.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.33	24.39	15.73	78.67	65.85	74.16	12.00	9.76	10.11
Grade 4	21.05	21.43	10.75	68.42	69.39	80.65	10.53	9.18	8.60
Grade 5	17.05	25.29	15.63	73.86	65.52	81.25	9.09	9.20	3.13
All Grades	15.90	23.60	14.03	73.64	67.04	78.78	10.46	9.36	7.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.67	19.51	15.73	77.33	67.07	70.79	8.00	13.41	13.48
Grade 4	24.68	19.39	20.43	61.04	70.41	73.12	14.29	10.20	6.45
Grade 5	23.86	26.44	28.13	68.18	64.37	66.67	7.95	9.20	5.21
All Grades	21.25	21.72	21.58	68.75	67.42	70.14	10.00	10.86	8.27

Conclusions based on this data:

1. In listening and inquiry, the percentage of students below grade level has lessened. In inquiry, only 8.27% are below grade level and in listening, only 7.19% of students are below grade level.
2. The students below grade level in reading is 12.59%. The New Teacher Project & Science of Reading training that is being rolled out will increase reading scores.
   These trainings will support our students having academic rigor and highly complex texts to lead our reading instruction.
3. Writing needs to be an area of focus this year, as 18.35% of our students are below standard in writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76	83	92	75	83	89	75	83	89	98.7	100.0	96.7
Grade 4	81	100	94	78	98	93	78	98	93	96.3	98.0	98.9
Grade 5	89	91	98	88	88	97	88	88	97	98.9	96.7	99
All Grades	246	274	284	241	269	279	241	269	279	98.0	98.2	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2466.	2448.	2445.	38.67	25.30	14.61	26.67	33.73	42.70	22.67	24.10	29.21	12.00	16.87	13.48
Grade 4	2498.	2484.	2467.	26.92	15.31	15.05	35.90	37.76	26.88	25.64	29.59	37.63	11.54	17.35	20.43
Grade 5	2506.	2534.	2512.	22.73	34.09	25.77	18.18	25.00	22.68	32.95	19.32	25.77	26.14	21.59	25.77
All Grades	N/A	N/A	N/A	29.05	24.54	18.64	26.56	32.34	30.47	27.39	24.54	30.82	17.01	18.59	20.07

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.67	30.12	28.09	42.67	50.60	61.80	14.67	19.28	10.11
Grade 4	29.49	19.39	16.13	51.28	66.33	61.29	19.23	14.29	22.58
Grade 5	21.59	26.14	17.53	51.14	56.82	58.76	27.27	17.05	23.71
All Grades	30.71	24.91	20.43	48.55	58.36	60.57	20.75	16.73	19.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.00	21.69	16.85	65.33	68.67	70.79	2.67	9.64	12.36
Grade 4	34.62	20.41	20.43	56.41	60.20	53.76	8.97	19.39	25.81
Grade 5	15.91	20.45	18.56	67.05	63.64	63.92	17.05	15.91	17.53
All Grades	26.97	20.82	18.64	63.07	63.94	62.72	9.96	15.24	18.64

Conclusions based on this data:

1. Math is a strength for Monte Gardens with 25.77% of our 5th grade students exceeding grade level on the CAASPP math assessment.
2. In Grades 3-5, 81% of our students are above or at grade level in problem solving on the CAASPP. However, it is still an area of need with 19.0% of our students are below grade level in problem solving.
3. Over 81% of our students are at or above grade level in Communicating Reasoning. This shows that our Building Thinking Classrooms strategies are supporting student learning.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
K	1449.5	1463.3	1440.5	1469.6	1468.3	1454.2	1402.1	1451.1	1408.4	16	15	22
1	*	1441.3	1460.0	*	1458.7	1468.1	*	1423.4	1451.5	8	14	18
2	1506.7	*	1476.9	1514.8	*	1493.3	1497.9	*	1459.7	12	7	15
3	*	*	*	*	*	*	*	*	*	8	8	9
4	*	1552.3	*	*	1572.8	*	*	1531.6	*	6	12	8
5	*	*	*	*	*	*	*	*	*	4	7	8
All Grades										54	63	80

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
K	43.75	46.67	27.27	25.00	40.00	40.91	18.75	6.67	22.73	12.50	6.67	9.09	16	15	22
1	*	7.14	22.22	*	50.00	50.00	*	21.43	22.22	*	21.43	5.56	*	14	18
2	50.00	*	26.67	33.33	*	33.33	8.33	*	20.00	8.33	*	20.00	12	*	15
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	58.33	*	*	33.33	*	*	0.00	*	*	8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	34.92	27.50	37.04	39.68	40.00	18.52	12.70	17.50	11.11	12.70	15.00	54	63	80

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	66.67	36.36	31.25	13.33	36.36	12.50	6.67	13.64	6.25	13.33	13.64	16	15	22
1	*	21.43	38.89	*	50.00	44.44	*	14.29	11.11	*	14.29	5.56	*	14	18
2	75.00	*	40.00	8.33	*	26.67	8.33	*	26.67	8.33	*	6.67	12	*	15
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	83.33	*	*	8.33	*	*	0.00	*	*	8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.56	55.56	41.25	25.93	25.40	33.75	11.11	6.35	15.00	7.41	12.70	10.00	54	63	80

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	13.33	4.55	50.00	60.00	59.09	43.75	20.00	31.82	6.25	6.67	4.55	16	15	22
1	*	0.00	22.22	*	57.14	33.33	*	14.29	38.89	*	28.57	5.56	*	14	18
2	16.67	*	20.00	41.67	*	20.00	33.33	*	26.67	8.33	*	33.33	12	*	15
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	25.00	*	*	41.67	*	*	16.67	*	*	16.67	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.41	11.11	12.50	35.19	47.62	36.25	40.74	25.40	35.00	16.67	15.87	16.25	54	63	80

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	43.75	33.33	40.91	50.00	60.00	36.36	6.25	6.67	22.73	16	15	22
1	*	35.71	44.44	*	50.00	44.44	*	14.29	11.11	*	14	18
2	66.67	*	40.00	16.67	*	53.33	16.67	*	6.67	12	*	15
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.15	46.03	37.50	44.44	42.86	47.50	7.41	11.11	15.00	54	63	80

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	56.25	66.67	50.00	31.25	20.00	36.36	12.50	13.33	13.64	16	15	22
1	*	28.57	38.89	*	50.00	50.00	*	21.43	11.11	*	14	18
2	83.33	*	40.00	8.33	*	60.00	8.33	*	0.00	12	*	15
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	91.67	*	*	0.00	*	*	8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	62.96	63.49	50.00	27.78	22.22	37.50	9.26	14.29	12.50	54	63	80

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	13.33	4.55	87.50	80.00	81.82	12.50	6.67	13.64	16	15	22
1	*	28.57	33.33	*	35.71	44.44	*	35.71	22.22	*	14	18
2	25.00	*	6.67	66.67	*	60.00	8.33	*	33.33	12	*	15
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	15.87	11.25	68.52	61.90	60.00	25.93	22.22	28.75	54	63	80

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	37.50	66.67	45.45	50.00	26.67	36.36	12.50	6.67	18.18	16	15	22
1	*	0.00	5.56	*	78.57	88.89	*	21.43	5.56	*	14	18
2	33.33	*	33.33	50.00	*	53.33	16.67	*	13.33	12	*	15
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	66.67	*	*	25.00	*	*	8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.78	41.27	33.75	55.56	44.44	53.75	16.67	14.29	12.50	54	63	80

Conclusions based on this data:

1. Reading is the lowest-performing domain for students on ELPAC with 28.75% of our students in the beginning level 1 area.
2. In the 2023-24 school year, the students have shown improvements in writing, however 15.87% of our students are still in the beginning level 1. Therefore, we need to focus on the writing domain at Monte Gardens Elementary School.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
578	**23%**	**15.2%**	**0.0%**
Total Number of Students enrolled in Monte Gardens Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	88	15.2%
Foster Youth	0	0.0%
Homeless	2	0.3%
Socioeconomically Disadvantaged	133	23%
Students with Disabilities	65	11.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.1%
American Indian	1	0.2%
Asian	62	10.7%
Filipino	28	4.8%
Hispanic	196	33.9%
Two or More Races	70	12.1%
Pacific Islander	3	0.5%
White	174	30.1%

Conclusions based on this data:

1. This data concludes that we need to continue to focus in on our English Language students. Our EL population makes up 15.2% of our student population.

2. We need to continue to support our socioeconomically disadvantaged students by providing them resources, as well as referring them to the SOAR office.
Currently, socioeconomically disadvantaged students make up 23% of our student population.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. According our Monte Gardens data, our focus areas are on chronic absenteeism due to our yellow performance rating and our English Language population in the orange performance rating.
2. Monte Gardens is proud that we continue to work on creating a safe and healthy learning environment for all. With a focus on identifying discipline vs social emotional distress.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	3	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
20.3 points above standard	24.0 points below standard	0 Students
Declined 12.2 points	Maintained 2.9 points	
275 Students	49 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Less than 11 Students	7.7 points below standard
	3 Students	Maintained 1.5 points
		62 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
54.5 points below standard	Less than 11 Students	Less than 11 Students
Maintained 1.8 points	5 Students	1 Student
32 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
3.5 points above standard	31.6 points above standard	14.2 points above standard
Declined 28.5 points	Declined 26.2 points	Increased 3.8 points
19 Students	17 Students	100 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Green
28.5 points above standard	Less than 11 Students	34.3 points above standard
Declined 27.1 points	1 Student	Declined 13.9 points
32 Students		81 Students

Conclusions based on this data:

1. We continue to strive in increasing the number of our Reclassified English Learners.
2. We are in need of supporting our multilingual learner population and our socioeconomically disadvantaged population at school based on the CA dashboard.
3. We improved our Hispanic performance by 3.8 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
6.4 points below standard	40.7 points below standard	0 Students
Declined 15.8 points	Declined 24.1 points	
277 Students	51 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Less than 11 Students	34.1 points below standard
	3 Students	Declined 13.3 points
		64 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
63.3 points below standard	Less than 11 Students	Less than 11 Students
Declined 10.8 points	5 Students	1 Student
34 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
12.5 points below standard	9.7 points above standard	10.4 points below standard
Declined 46.0 points	Declined 15.5 points	Declined 5.7 points
20 Students	17 Students	101 Students

Two or More Races	Pacific Islander	White
		
Yellow	No Performance Color	Green
4.5 points below standard	Less than 11 Students	7.6 points above standard
Declined 25.7 points	1 Student	Declined 10.9 points
32 Students		81 Students

Conclusions based on this data:

1. We need to focus on and improve our mathematics scores for our current English Learners and our students who are socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
49.1 points above standard making progress.	making progress.
Number Students: 57 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
14	13	5	22

Conclusions based on this data:

1. We have a high level of learners making progress due to daily targeted Designated English Language Instruction.
2. Currently, 49.1% are making progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This data is not available for elementary schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
13% Chronically Absent	16% Chronically Absent	0 Students
Declined 1.3	Declined 1.9	
591 Students	94 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - data not displayed for privacy	21.9% Chronically Absent
	4 Students	Declined 5.3
		151 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
29.1% Chronically Absent	8.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 2.3	Increased 0.6	1 Student
86 Students	12 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
7.8% Chronically Absent	10.7% Chronically Absent	16.5% Chronically Absent
Maintained 0.2	Increased 1	Declined 8.8
64 Students	28 Students	200 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
16% Chronically Absent	Fewer than 11 students - data not displayed for privacy	9.6% Chronically Absent
Increased 4.2	3 Students	Increased 2.5
106 Students		177 Students

Conclusions based on this data:

1. Chronic Absenteeism continues to be an area of focus as we know it impacts a student's success in school. Our overall absenteeism declined 1.3%.
2. While our school population has increased, so has our chronic absenteeism for Students with Disabilities (29.1%) while our English Learners declined by 2%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	0	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
2% suspended at least one day	3.2% suspended at least one day	0 Students
Increased 2%	Increased 3.2%	
595 Students	95 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - data not displayed for privacy	4.6% suspended at least one day
	4 Students	Increased 4.6%
		153 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
2.3% suspended at least one day	7.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.3%	Increased 7.1%	1 Student
87 Students	14 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	0% suspended at least one day	2.5% suspended at least one day
Maintained 0%	Maintained 0%	Increased 2.5%
64 Students	28 Students	201 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
3.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.1% suspended at least one day
Increased 3.7%	3 Students	Increased 1.1%
107 Students		177 Students

Conclusions based on this data:

1. Our Multi Tiered Systems of Support (MTSS), Positive Behavior Intervention Systems and Social Emotional Learning (SEL) are contributing to a low suspension rate.
2. Many of our demographics on race do not have a rating.
3. The increased number of suspensions is indicative of students who need additional support. (i.e. one-on-one aides, SEA's 1-3, reclassification from Gen Ed. to Special Ed)

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.

Goal 1 - High Quality & Culturally Relevant Education for Students
All Monte Gardens students will receive a high-quality education as a result of the collaborative efforts of the school and community's work in becoming an authorized International Baccalaureate World School. All students will be ensured a safe and welcoming environment with equitable high expectations, attention to being an inclusive and international minded school with equitable access to technology. All students will be instructed to meet the California State Standards; thus preparing them to be college and career ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

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.

We are in need of supporting all of our learners at Monte Gardens. Therefore, to support this goal we are funding our School Counselor for an additional day to support the social emotional learning at our site.
By funding our School Counselor the students will feel safe, welcomed and included on our school campus.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall ELA	59% of students scored at standard or above.	Our goal would be to increase by 3% to score 62% at or above standard.
CAASPP Overall Math	49% of students scored at standard or above.	Our goal would be to increase by 3% to score 52% at or above standard.
CAST Overall	42% of our 5th grade students met the achievement standard.	Our goal would be to increase the achievement standard by 3% to 45%.
CAASPP-Emerging Bilingual Grades 3-5	Increase % students at or above Proficient on the CAASPP: ELA increase from 5% to 8% (1 student of 20). Math increase from 5% to 8%.	Our goal will be to increase the achievement standard by 3% in both ELA and math.
CAASPP-Low Income Grades 3-5	Increase % of students at or above Proficient on the CAASPP. ELA increase from 51% to 54% Math increase from 40% to 43%.	Our goal will be to increase the achievement standard by 3% in both ELA and math.
CAASPP-Special Education Grades 3-5	Increase % of students at or above Proficient on the CAASPP. ELA increase from 38% to 41%. Math increase from 27% to 30%.	Our goal will be to increase the achievement standard by 3% in both ELA and math.
Emerging Bilingual	Increase from 13 to 16 students reclassified as English Proficient.	Our goal is to increase this number by 3 students in the next year.

Math iReady Data	Increase the percentage of students performing at or on grade level iReady from 19% to 21%.	Our goal will increase from 19% to 21%% is to decrease the percentage of students below grade level.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	High Quality Instruction: All students will have access to a high quality education in California State Standards at all grade levels. Grade level collaboration planning days will be scheduled to share best practices, to create, reflect and implement transdisciplinary units as elements of the school's Program of Inquiry in all subject areas. The collaboration time is also spent analyzing student performance data in math and ELA. We offer internationally minded, school-wide lunch time activities, such as for Hispanic Heritage month, Lunar New Year, Black History Month, etc.	All Students	10,000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute Teachers for Grade Level and IB Collaboration Days 1,550 LCFF Supplemental 4000 - 4999 Books and Supplies Support of instructional materials and books needed to support the classroom, school library and special events at school. These materials and books can also be used to support our IB transdisciplinary units.
1.2	Response to Intervention: All students will have access to academic support and intervention. Students who are identified requiring support with their academic performance, behavior, health, and/or social-emotional concerns will be reviewed by our school site CARE Team. Teachers will create flexible groupings and differentiation within the general education classroom. They will also implement daily designated English Learner Instruction. Some students will receive academic intervention to students that the Care Team has identified from our Resource Specialist and Enrichment & Support Teacher.	All Students	200 LCFF Supplemental 4000 - 4999 Books and Supplies Instructional materials and supplies for intervention
1.3	Support for English Language Development Students: Monte Gardens Multilingual Learner teacher will continue to serve our multilingual learner students who have been identified as not making progress in language development through English Learner Review Team (ELRT) meetings. The ELRT will meet three times per year to monitor English Learner's progress and create action plans to address their needs.	English Learners	750 LCFF Supplemental 4000 - 4999 Books and Supplies Materials, books, supplies for EL intervention and substitute release time for our ELRT collaboration days. 14,000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Multilingual Language teacher will provide intervention for our Multilingual Learner

			students who are in need of academic support.
1.4	Growing Healthy Kids Garden Program: Our students have access to the NGSS California State Standards through learning through our Growing Healthy Kids School Garden Program. The school garden is an opportunity to learn in an outdoor classroom. We will also need to purchase supplies for the garden and outdoor classroom. (Re-evaluate in Spring and evaluate cost effectiveness)	All Students	8,000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Growing Healthy Kids Program & Garden Supplies
1.5	Access to Technology: Students and staff need to develop expertise in integrating technology into classroom lessons to support California State Standards. We also need technology improvements and materials to meet the needs of our classrooms, students and staff. Tools: Ipads (digital media), / SPED has need - assess / cost / STEAM? Continue to re-evaluate what students need - hands on activities-inquiry	All Students	5,100 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Technology Purchases to support classroom instruction may include: * iPads, Chromebooks, or other devices for staff/student use. * Protective cases and/or keyboards * Laptop computers * Software/apps for iPads and laptops * Document cameras * Software site licenses * Mobile carts and equipment to secure computers/tablets * Amplification systems, speakers, headphones * Batteries * Data access points; routers and switches
1.6	Instructional Supplies, supplemental materials, furniture & books: Our school library and classrooms will use supplemental materials, instructional supplies and books to implement the instruction of California State Standards and the International Baccalaureate program in reading, writing, math and all core curriculum. Also, provide classrooms with furniture that supports collaboration. Students will have access to IB specific supplemental materials in the classroom which will enable all students, to complete assignments and projects at school.	All Students	4,000 LCFF Supplemental 4000 - 4999 Books and Supplies Materials, printshop costs for supplemental materials, books, and supplies to support standards-based instruction in reading, writing, math and all core subject areas. 4,000 LCFF Supplemental 4000 - 4999 Books and Supplies Furniture for student IB collaboration 1,000 LCFF Supplemental 4000 - 4999 Books and Supplies Support of instructional materials and books needed

			to support the classroom, as well as the school library.
1.7	Elementary School Counselor: Our School Counselor will provide individual and small group support to students to provide social emotional support, social skills development, and problem solving skills. Our School Counselor will support the Social Superheroes Program (Assemblies & Parades) and teach IB's Learner Profile Attributes, leading assemblies and create videos to provide students with Tier 1 support. The School Counselor also provides positive reinforcement to students (ie: rewards and prizes) for the school wide positive reinforcement system.	All Students	31,000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) .20 FTE for elementary school counselor 500 LCFF Supplemental 4000 - 4999 Books and Supplies Social emotional materials, books, student rewards and school signs to promote the school wide PBIS reinforcement system. These may include our social superhero capes, superhero, glasses, prizes that are needed for our assemblies and parade.
1.8	Gross Motor Skills: We need to support gross motor skills of our students by investing in equipment, containers for gross motor materials and a sand box shade structure for the school playground.	All Students	500 LCFF Supplemental 4000 - 4999 Books and Supplies Playground & Motor Skills Equipment
1.9	Student Safety: Safety/Emergency Equipment, Supplies & Additional Pay for Staff Training for CPR and First Aid Training	All Students	2,000 LCFF Supplemental 4000 - 4999 Books and Supplies Emergency equipment, additional pay for safety training and supplies
1.10	School Wide Positive Reinforcement: Supporting students with positive reinforcement supplies for being college and career ready with attendance encouragement and supporting our Paws & Roars prizes and Social Superheroes rewards. The Principal is communicating to families of students who are receiving attendance and tardy letters by the school as an intervention for the SART process. Students and classrooms improving their attendance can earn incentives of school supplies.	Other Subgroups	200 LCFF Supplemental 4000 - 4999 Books and Supplies Encouragement by offering prizes and school supplies to students

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 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.

Monte Gardens has been officially classified as an IB (PYP) school.
Furniture has been purchased to support our IB program for our grades 3-5 classroom to support all learners.
Our School Counselor continues to support all of our students academically, behaviorally, socially and emotionally. She supports our MTSS by supporting students in Tier 1 and Tier 2 supports.
We also received Promethean boards that needed additional technology support, so we were able to support the staff in receiving the technology they needed.
Our new materials for the gross motor skills program supported our youngest kindergarten learners.

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

We implemented programs and funded staff last year to support all of our students. One difference was that we did not spend any funds on attendance encouragement last year. It should also be noted that many of the programs requiring additional funding need to be evaluated.

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 continue to look at cost effective ways to improve our safety goal to ensure Monte Gardens is a safe place for students, staff, and families. As stated n our goals, we will always be looking for creative ways to improve attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Goal 2 - High Quality & Culturally Proficient Staff
Monte Gardens will provide opportunities to attend professional development to ensure high quality, culturally proficient, internationally minded, and culturally responsive staff who will be supportive of all students, respectful of all students' cultural backgrounds and perspectives, and invested in the education of all students. As an International Baccalaureate World School, Monte Gardens aims to develop inquiring, knowledgeable, and caring students who help to create a better world through international mindedness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Identified Need

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

As an authorized International Baccalaureate World School, we need the opportunity to attend professional development and to collaborate with grade levels to create and reflect our transdisciplinary units collaboratively.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Learning Acceleration Trainings	We are focusing on Math and ELA training this school year to increase student engagement. In ELA, our staff did not have any specific ELA staff trainings last year.	Teachers will be trained in Learning Acceleration strategies intended to increase student achievement. At Monte Gardens, out K-2 teachers will attend three trainings on Unlocking the Science of Reading. Our Math ILT and ELA ILT will attend montly trainings to support our teachers in staff development and trainings.
Walk-Throughs (still in early stages)	At Monte Gardens School, we are beginning to using the Instructional Practice Guide (IPG) which will show if a lesson is at grade level standards. (admin to report to staff on this tool)	By May 2026, 80% or more of our math walk throughs will be meeting the appropriate grade level standards and rigor.
International Baccalaureate Reflection Days	Teachers have created our four to six transdisciplinary units and teachers need to be reflective and collaborate on units.	By May 2026, 100% of the classroom teachers will have met for a half day to reflect on their grade level transdisciplinary unit.

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	Professional Development & Conference Support: Teachers & staff will be encouraged to attend professional development sessions related to the implementation of Social Emotional Learning, Accelerated Learning and the International Baccalaureate Program including staff development district trainings, school site trainings and IB conferences.	All Students	5,500 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Mileage, travel expense, housing, and food expenses. 2,000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for certificated and classified staff (timesheets)
2.2	Conference Registration: Registration fees, teacher, release time, substitutes, additional pay for staff and for teachers to attend professional development opportunities related tour school goals of learning acceleration, social emotional learning and IB training. (need conversations on cost from school - and district (IB Funds)	All Students	2,000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Conference registration, travel expense, housing and food expenses.

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 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.

We had an IB Staff Development training where we had our classified, as well as our certificated staff members attend. This was helpful to support being an authorized IB World School.
We also had multiple staff members trained in the IB Making the Primary Years Programme Happen and IB Social Emotional Learning.

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

We needed additional financial support with our IB Training for our entire staff. Therefore, the school district gave us additional Educator Effectiveness funds to support our staff in conferences and trainings.

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.

Monte Gardens is going to increase the additional pay and conference costs, as these costs have increased. We also have several new staff at our school. Therefore, we will have more staff to train this year, which is more costly. Plus, all staff need to be trained in IB prior to the authorization visit. (will evaluate training in regards to new staff)

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.

Goal 3 - Informed, Engaged, and Empowered Parent/Guardian Community
Parents, family, and community will be informed of the school's educational program priorities including Social Emotional Learning, Accelerated Learning, and as an IB school, our development and implementation of the International Baccalaureate Program. The school will continue to engage our community in opportunities to volunteer at school and maintain our partnership to support all students towards an inclusive and internationally minded education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

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.

We need to engage and educate our families and communities in the continuous support of the International Baccalaureate World School (PYP).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	In the 2024-25 school year, we had 9.89% of students chronically absent.	By June 2026, we will have a 9% chronically absenteeism rate.
Suspensions	In the 2024-25 school year, we had 3 suspensions.	By June 2026, we will have a 3% decrease the percentage of suspensions at Monte Gardens.
Ca Healthy Kids Survey on Belonging	According to the California Healthy Kids Survey, 87% of students felt connected to our school, which also allows families to feel connected to the school. (new data needs to be collected)	By June 2026, we will have 90% of students feeling connected to their school.

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	Family & Community Involvement Events: Support community events (i.e. Back to School Bonanza, Back to School Night, Open House, Kindergarten Orientation, Kinder Meet and Greet, Family nights, Parents' Club family activities, and monthly School Site Council meetings) will be	All Students	400 LCFF Supplemental 4000 - 4999 Books and Supplies Supplies, materials and food expenses

	implemented at our site, as well as opportunities for the principal to communicate in person through Principal Coffee with the Principal meetings with families.		
3.2	Family and Community Education: The school will provide information on the International Baccalaureate program, State Standards, benefits and opportunities of parent volunteerism, and our Social Superheroes program. Information regarding English Language Arts and Math instruction will also be provided to give parents, including those of English Learners and Special Education students, a better understanding of the vocabulary and strategies used at school/in class which can be reinforced at home. We are forming an African American Parent Advisory Committee to support our African American and Black students at Monte Gardens. We are also adding international minded events to our school such as a family event called the International Food Fest Potluck.	All Students	400 LCFF Supplemental 4000 - 4999 Books and Supplies Materials, printshop copies, supplies and food expenses Staff Extra hours for prep and presentation at parent meetings and family events
3.3	Community Accessibility: Supplies for the main office to effectively communicate with community members about the school and it's events.	All Students	400 LCFF Supplemental 4000 - 4999 Books and Supplies Office supplies, copies, & materials
3.4	Noon Supervisors: In order to be able to provide a safe environment at school for our students, staff, and parents, we require additional FTE which would include split shift fees in order to have our noon supervisors on campus providing safety for our students. This includes before and after school, as well as during recess and lunch times every school day. It also includes additional noon supervisors to support during school wide events such as the Walk-A-Thon and Bonanaza.	All Students	3373 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) .125 FTE for noon supervisor 4723 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) .175 FTE for noon supervisor 4826 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) .200 FTE for Noon Supervisor 4,000 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extra Pay for Noon Supervisors for special events, activities and other occasions. 3,000 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)

			We will pay for two of our noon supervisors with two additional hours weekly.

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 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.

Our noon supervisors are essential to our school community to have a safe and welcoming school environment. Our family and community engagement has continued to keep our school community involved and informed with our students.

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 many needs for student safety this past year, therefore I had under allocated funds for noon supervisors for special events and the need for additional time for student needs. (Will continue to re-evaluate due to growth - thus more personnel needed)

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 25-26 school year, we are implementing more internationally minded events to our school community. For example, we have added an International Food Fest Potluck to build school community and to be be internationally minded, art activities which celebrate international mindedness, we will also be making slow shifts to celebrate special events (IB)

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Goal 4-Support our focal scholars
Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships betwen the students, families, and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

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.

In the 2025-26 school year, we have decided we need to focus on all of our Focus Scholars, especially our African American and Multilingual students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronically Absenteeism	In the 2024-2025 School year, 10% of those chronically absent were our African American or Black students.	We would like to decrease the total of those chronically absent to 8% of those chronically absent were our African American or Black students.
Chronically Absenteeism	In the 2024-2025 School year, 17.5% of those chronically absent were our Multilingual Learner students.	We would like to decrease the total of those chronically absent to 14% of those chronically absent were our multilingual learners.
SEL Focus Group Screener	93% of students reported having a lesson on race was helpful.	We would like to increase the total number of those who found the lesson helpful.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The School Counselor will support our diverse learning community by creating a school wide club to focus on international mindedness and inclusion. The School Counselor will build relationships and personally invite African American students to	Other Subgroups African American Students	200 LCFF Supplemental 4000 - 4999 Books and Supplies

	attend the Respect All Differences club which is 2% of our student population.		Materials, books and supplies for activities and projects that the Respect All Differences Club and for our internationally minded celebrations, lessons and events as needed.
4.2	The School Counselor will do a once a trimester check ins with any of our foster and homeless youth and their families. We will also support these students with supplies needed for school and activities.	Foster Youth	200 LCFF Supplemental 4000 - 4999 Books and Supplies School supplies to support the education of our foster and homeless students.
4.4	We are celebrating activities and events to support inclusion and international mindedness that will support our focal scholars. We will celebrate cultural events such as Hispanic Heritage month, Kwanzaa, International Food Fest Potluck and our African American Advisory Parent Committee (AAPAC) has been formed to support our African American students.	Other Subgroups	200 LCFF Supplemental 4000 - 4999 Books and Supplies Supplies, materials & food needed to support these activities.

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 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.

Our Respect All Differences Club (RAD) continues to be successful with our students as many students in grades 1-5 participate during this optional alternative to recess. Our School Counselor continues to support our students who are unhoused or foster youth. This is essential to supporting all of our focal scholars.

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

Our students who were foster youth and unhoused did not need additional supplies and materials last year. These funds can fluctuate due to the need of the students. (will evaluate in the spring)

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 are adding the internationally minded celebrations, events and lessons into Goal 4 to support our focal scholars. A need that we found last year was for our students to feel like their race and culture are being celebrated at school. We are also adding regular social emotional lessons on race into our core curriculum. We are excited that we have a new community committee for our African American Parent Advisory Committee which will support our African American students during our lunchtime activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$114,022.00
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 ($)
LCFF Supplemental	$94,100.00
Site Discretionary	$19,922.00

Subtotal of state or local funds included for this school: $114,022.00

Total of federal, state, and/or local funds for this school: $114,022.00

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
Site Discretionary	62,040	42,118.00
LCFF Supplemental	63,675	-30,425.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	94,100.00
Site Discretionary	19,922.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	57,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	19,922.00
4000 - 4999 Books and Supplies	16,500.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10,600.00
5800 Professional/Consulting Services and Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	57,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	16,500.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	10,600.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	10,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	19,922.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,800.00
Goal 2	9,500.00
Goal 3	21,122.00
Goal 4	600.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Trista Flanders	Other School Staff
Christopher Vega	Parent or Community Member
Jennifer Evans	Classroom Teacher
Michaela Urias	Classroom Teacher
Tara Austin	Parent or Community Member
Liz Jamkochian	Parent or Community Member
Ashlee Lung	Classroom Teacher
Jenny Wright	Parent or Community Member
Alexander Bennett	Principal
Laila Winter	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

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 November 13, 2025.

Attested:

	Principal, Alexander Bennett on November 13, 2025
	SSC Chairperson, Emma Castro on November 13, 2025

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/

Updated by the California Department of Education, October 2023