



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bayside Academy	41690390136242	6/4/26	August 27, 2026

Purpose and Description

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

Schoolwide Program

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

Bayside Academy will implement its School Plan for Student Achievement (SPSA) in alignment with the district's Local Control and Accountability Plan (LCAP), the Every Student Succeeds Act (ESSA), and other federal, state, and local programs. The school's goals focus on Achievement, Equity, and Wellness and are designed to ensure all students have access to high-quality instruction, equitable learning opportunities, and a safe, supportive learning environment.

To support Achievement, Bayside will utilize data-driven instructional practices, targeted interventions, enrichment opportunities, and professional collaboration to improve student outcomes. To advance Equity, the school will provide differentiated supports, strengthen family and community partnerships, and ensure all students have access to meaningful academic and extracurricular opportunities. To promote Wellness, Bayside will continue to foster a positive school climate through social-emotional learning, student engagement, relationship-centered practices, and programs that support students' physical and emotional well-being.

The school will regularly monitor progress through student achievement data, stakeholder feedback, and ongoing evaluation of programs and services to ensure resources are effectively aligned to identified student needs, ESSA priorities, and the continuous improvement of outcomes for all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Engaged with ELAC regarding our SPSA on May 14, 2026. Engaged with staff regarding SPSA on May 12, 2026. Engaged with School Site Council regarding our SPSA on June 4, 2026. Approval by SSC occurred at that June 4, 2026 meeting.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.12%	0.12%		1	1
African American	1.05%	1.90%	2.00%	9	16	16
Asian	18.71%	18.10%	19.08%	160	152	153
Filipino	3.86%	3.81%	4.36%	33	32	35
Hispanic/Latino	52.87%	53.81%	52.49%	452	452	421
Pacific Islander	5.61%	5.48%	5.11%	48	46	41
White	9.12%	8.45%	8.23%	78	71	66
Multiple/No Response	7.49%	7.50%	7.73%	64	63	62
Total Enrollment				855	840	802

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	40		38
Grade 1	46		46
Grade 2	44		50
Grade3	45		52
Grade 4	54		47
Grade 5	53		44
Grade 6	194		162
Grade 7	196		175
Grade 8	183		188
Total Enrollment	855		802

Conclusions based on this data:

1. Our enrollment in our district has been declining. Bayside's enrollment has also decreased by 38 students.
2. Since we are a small K-8 school, we need to closely monitor our enrollment.

3. We are seeing a decrease in enrollment with students who live in school boundries due to a increase cost of living, and we are seeing a decrease of newcomer enrollment in 25-26.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	265	261	257	34.7%	31.0%	32.0%
Fluent English Proficient (FEP)	215	220	195		25.1%	24.3%
Reclassified Fluent English Proficient (RFEP)			254	22.8%		12.2%

Conclusions based on this data:

1. The number of EL students enrolled decreased 4 students in 2025-2026.
2. The number of FEP students enrolled decreased in 2025-2026 by 25 students.
3. The number of RFEP students stayed the same (0). There was no increase of students reclassifying in 2025-2026.

School and Student Performance Data

Data Indicators and Targets

Elementary School - <https://docs.google.com/spreadsheets/d/1RUwyDKvkAoTtXpO0beq-YutVo3no2ffZPomKdGLHiZl/edit?usp=sharing>

Middle School - https://docs.google.com/spreadsheets/d/1EWAYlrQPjBJnyuN_0otrFI3zHz6VYxo-we1n3xVoO3o/edit?usp=sharing

Data Statements: Strength

1. Among students identified as Special Education in grades 3–5, ELA CAASPP performance increased by 12 percentage points, from 5.6% to 17.6% of students meeting or exceeding standards. Additionally, students in grades K–2 demonstrated strong growth on district literacy assessments, particularly in Kindergarten and First Grade.

Chronic absenteeism decreased among several student groups, including Hispanic/Latino students in grades 6–8 (30% to 22%) and Native Hawaiian/Pacific Islander students in grades K–5 (74% to 43%).

The percentage of 8th-grade students enrolled in Algebra 1 increased from 31.96% to 40.96%, with notable gains among Hispanic/Latino students and Socio-Economically, demonstrating increased access to rigorous coursework.

Data Statements: Challenges

2. ELA CAASPP performance remains below desired levels for key student groups. In grades 3–5, only 7.4% of English Learners met or exceeded standards, while in grades 6–8, Hispanic/Latino student performance declined from 29.0% to 25.7%.

Mathematics achievement remains a challenge across the K–8 program. In grades 3–5, overall performance declined from 28.9% to 27.4%, with English Learners at 5.2% and Hispanic/Latino students at 16.5% meeting or exceeding standards. In grades 6–8, English Learners (3.5%), Special Education students (4.6%), and Socio-Economically Disadvantaged students (20.9%) performed below school-wide averages.

Science achievement and student engagement indicators continue to require attention. Only 21.2% of 5th-grade students and 31.3% of 8th-grade students met or exceeded standards in Science, with Hispanic/Latino 8th-grade students at 6.7%. Chronic absenteeism remains elevated among elementary English Learners (31.15%), Socio-Economically Disadvantaged students (31.47%), and Special Education students (31.03%), while middle school suspension rates remain disproportionately high among English Learners, Hispanic/Latino students, and Special Education students.

Planning Statements

3. To address achievement gaps among English Learners, Hispanic/Latino students, Socio-Economically Disadvantaged students, and students receiving Special Education services, Bayside Academy will implement targeted interventions, enrichment opportunities, and quarterly data reviews to monitor student progress and instructional effectiveness.

Instructional Leadership Teams, grade-level leaders, and site committees will regularly analyze achievement, attendance, and wellness data to identify trends, evaluate the impact of current initiatives, and make adjustments to support continuous improvement.

Bayside Academy will continue to strengthen family engagement, student wellness, and equitable access to academic and enrichment opportunities to improve student achievement, reduce chronic absenteeism, and increase students' sense of belonging, safety, and connectedness to school.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Assign middle school teacher leads for Language & Literacy instruction, who facilitate ELA teacher inquiry and planning to support Language & Literacy instruction, curriculum implementation, and curriculum adoption.	District-provided .17FTE for Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	23,214
MTSS: Tier 2 & 3: Reading intervention program for grade 6.	Site Supplemental, Savvas Success Maker reading program	None Specified Site Supplemental	8,250
MTSS, Tier 1: Support Academic Language Acceleration Course (ALAC) teachers to participate in ELD professional development and planning, to strengthen implementation of ALAC classes.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.		1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement district ELA assessment.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement data cycles and collaboration meeting including PBL for elementary.	District-provided materials and resources Site-identified additional teacher extra-time (\$5,000for K-5). Note: see Math action below also. Applies across content areas.	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.	None Specified	

MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula. Priority on new teachers ELD/Newcomer changes.	Summer per diem, covered by district.	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	163,930
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.	None Specified District Central funding	
		None Specified Other	
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and NWEA assessment for grades 3-5.	District-provided materials and resources	None Specified District Central funding	
ELD Para (4 hours) for elementary.	4 hours staff	None Specified Site Supplemental	31,389
Technology Para Educator II (6hours)	6 hours staff: 2 hours Title I \$27,784, 4 hours Magnet \$34,172		61,957
		None Specified Site Supplemental	
Site ILT Walkthroughs/Learning Walks and Collaboration Meetings	Teacher hourly time cards and consultant. \$10,000 supplemental, \$6,000 Title I	None Specified Site Supplemental	16,000
STRATEGY: Middle School Block Schedule			
MTSS, Tier 1: Support staff to participate in summer and school-year professional development and planning to adjust curriculum and instruction for the block schedule. Specifically, focused on academic discourse & building belonging classrooms. Priority on new teachers.	District-provided materials and resources Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries District Central funding	
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials in grades 6-8	District-provided materials and resources	None Specified District Central funding	

MTSS, Tier 1: Support math teachers to participate in summer and school-year professional development to implement core SMFC math programs K-8. Priority on new teachers.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Assign Math ToSAs/teacher leaders to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.67 FTE for Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	66,708
MTSS, Tier 1 & 2: Implement ST Math as the supplementary curriculum for targeted students and an at-home math resource for any students K-8.	District-provided resource.	None Specified District Central funding	
MTSS, Tier 1 & 2: Continue implementation of 6-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day K-8(e.g., Newton afterschool program)	Site-identified additional teacher extra-time: see funding in language and literacy action above	1000-1999: Certificated Personnel Salaries Site Supplemental	
MTSS, Tier 1: implementation of new K-5 math curricula, Amplify, and teacher guidance materials.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1: Assign Math ToSA to provide math support for all K-5 teachers to engage in continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	136,343
MTSS, Tier 2: Implement Site based Extended Day Programs to support unfinished learning and develop positive learning mindsets of targeted students--focused on grades 3-8 (Newton).	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Continue implementation of K-5 assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.	None Specified District Central funding	
MTSS, Tier 1 & 2: Teachers provide additional after-school academic supports	Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	6,480

STRATEGY: Science/STEM			
MTSS, Tier 1: Implement Open Science Education curriculum and teacher guidance materials in middle school.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective" in middle school.	District-provided materials and resources and funding for 0.5 FTE	1000-1999: Certificated Personnel Salaries Site Magnet	70,827
		None Specified District Central funding	
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials in elementary school.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSA, Tier 1: Provide enrichment science experiences through Middle School Science from Scientists.	\$5,750 supplemental and \$10,000 Title 1	5000-5999: Services And Other Operating Expenditures Site Supplemental	15,750
STRATEGY: Expand Visual and Performing Arts Programming			
Elementary Implement Art4Schools visual arts program for all classrooms K-5	\$12,174 Supplemental, VAPA 13,963	None Specified Other	25,260
Implement Art Grant funding by Measure V 6-8	District Provided Resources	None Specified District Central funding	50,000
Prop 28 Arts Elementary - Arts for Schools	Prop 28 \$44,490, ES VAPA \$1,160	0000: Unrestricted Other	44,490
Prop 28 Arts Middle	District Provided Resources: 80% staffing \$63,950 and 20% materials \$15,988	None Specified District Central funding	79,938
	District Provided Resources		
STRATEGY: Strengthen Extended Day Interventions and Supports:Collaborate with Newton to provide academic and enrichment supports, to targeted struggling students, enrolled in extended day programming	District Provided Resources	None Specified	
Content specific professional development.	Site Supplemental	0000: Unrestricted Site Supplemental	6,000
Classroom Libraries	Lottery	0000: Unrestricted Site Lottery	5,000

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot, Summit K12,) and other academic/wellness resources K-8.	Site-identified staff extra-time and meeting costs District-provided resources	None Specified Site Supplemental	4,000
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families K-8.	Site-identified staff 6.5 hours: \$33,000 Title 1, \$33,000 district supplemental.	2000-2999: Classified Personnel Salaries Site Supplemental	66,000
Expand school efforts to get input and feedback from families, including the number of "Spanish-first" engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports K-8.	Site-identified staff extra-time and meeting costs District-provided resources	None Specified Site Donations	2,000.00
Increase opportunities for students and families to participate in hands-on STEM experiences and connect with community STEM professionals through the annual FabLab event, strengthening family engagement, community partnerships, and student exposure to science, technology, engineering, and mathematics pathways.	Site identified	None Specified Site Supplemental	3,000
Update the library collection for both middle and elementary to increase diverse novel selections.	Site identified: \$7,000 site supplemental, \$5,000 Lottery	0000: Unrestricted Site Supplemental	12,000
Increase family engagement and school connectedness through	Site identified	0000: Unrestricted Site Title 1	5,000

inclusive promotion activities, student celebrations, and recognition events that celebrate student accomplishments and support positive transitions between grade levels.			
Expand opportunities for K–8 students to engage in standards-aligned experiential learning through grade-level field trips that connect classroom instruction to real-world experiences, enrich academic learning, and promote student engagement.	Site identified	0000: Unrestricted Site Title 1	29,997
Implement ongoing grade-level leader meetings across K–8 to build leadership capacity, align instructional and behavioral systems, and foster a shared vision for student success, equity, and school culture.	Site-identified staff extra-time and meeting costs	0000: Unrestricted Site Title 1	4,500
Expand opportunities for student engagement and enrichment through an after-school drama program that fosters creativity, communication, collaboration, confidence, and self-expression while strengthening students' connection to school and providing opportunities to showcase their learning and talents to the broader school community.	Site-identified staff extra-time and meeting costs	None Specified Site Supplemental	30,000
STRATEGY: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that unduplicated students accelerate their learning of grade-level standards.			
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture K-8.	Site-identified staff extra-time and meeting costs District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture K-8. Targeting specifically Homeless Students and Students with Disabilities.	Site-identified staff extra-time and meeting costs District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families K-8.	Site-identified staff extra-time and meeting costs District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	

SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 2.0 FTE of Counselors and 1.0 FTE Art Therapist to provide individual and group wellness support K-8.	District-provided 2.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	325,000
Restorative Justice ToSA-site materials/supplies	Title I from District Central Funding	0000: Unrestricted District Central funding	2,000
Student recognition/SEL	Title I from District Central Funding	0000: Unrestricted District Central funding	2,000
MTSS Tier 1 & 2 Student Services TOSA	District provided	1000-1999: Certificated Personnel Salaries District Central funding	154,000
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in restorative practices SEL curriculum.	District-provided materials and resources Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Implement an MTSS CARE Team to coordinate Student Success Team (SST) and Section 504 processes while providing Tier 2 and Tier 3 academic, behavioral, and social-emotional interventions, case management, and support for students with disabilities and students experiencing homelessness.			
MTSS, Tier 1 & 2: School Safety Advocates YSB 6-8.	District-provided materials and resources Site-identified staff extra-time	None Specified District Central funding	20,000
MTSS, Tier 1 & 2: Implement Second Step curriculum K-8.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries	

	Site-identified staff extra-time	District Central funding	
MTSS, Tier 1: Implement Cultural and Climate Activates k-8 (assemblies, motivational speakers, enrichment) during the school day and at lunch to support student wellness	Site-identified: \$5,000 supplemental, \$10,000 Title I	0000: Unrestricted Site Title 1	15,000
Para 1 Student Supervision Aid (2hrs.) District 4hrs.	Site-identified	0000: Unrestricted Site Title 1	11,000
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework used in schools to improve students' behavioral, academic, and social-emotional outcomes. It focuses on proactive, positive reinforcement rather than reactive punishment to create a safe, predictable, and equitable learning environment.	Site-identified	None Specified District Central funding	2,000
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries	
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities along with activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	Site-identified staff extra-time and meeting/activities costs	None Specified	2,000.00
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	

potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning			
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries	
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	

MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	
STRATEGY: Strategy: Reducing Suspensions			
MTSS Tier 1, 2, 3 SWD: Designated staff and Care Team members will track suspensions for Students with Disabilities and recommend supports and interventions to reduce suspensions.	Site-identified staff extra-time and meeting costs		

Annual Review

SPSA Year Reviewed: 2025-26

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

GOAL 1 ANALYSIS

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

Support staff - Having various ToSAs to support K-8 students has been very successful. Elementary literacy, math and multilingual ToSAs have supported the learning of our elementary students. Middle school teacher coaches in various academic subject areas have helped support students and teachers academically.

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

Elementary- Literacy ToSA focused on PAF with grades K-2, Math ToSA focused on all grades while our multilingual ToSA focused on upper grades as well. Having the dedicated grade levels helped 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.

ELOP- 2025-26 Site-Based Extended Day Programs Using District ELO-P Funds
Support sites to implement high quality literacy and/or math interventions in their extended-day program.

GOAL 2 ANALYSIS

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

Family Engagement -Having various family engagement meetings such as ELAC, GATE, and Mandarin helps support academic learning and other academic /wellness resources as needed.

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

A major difference this year for us is that our ELAC meetings had very low attendance this school year. I still met with the few parents that showed up but it was disappointing to see the drop in attendance since we have a high percentage of K-8 English Learner students and families.

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 change the meeting time of our ELAC meetings. We will switch from morning to evening in hopes that we meet the needs of all families. We're also looking at providing incentives such as dinner, childcare and free give aways to increase parent participation during our evening meetings. We will continue to provide a light breakfast for our morning meetings.

GOAL 3 ANALYSIS

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

Creating the Peace Room for our 6-8 grade students has been very successful. Our students enjoyed going to the Peace room during lunch. Teachers also visited the Peace room during the day with their classes so students knew where it was located.

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

Due to the lack of space, we combined the Wellness/Peace room into one room. Unfortunately, each room has it's own purpose and combining the two purposes into one room did not work out.

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 need to separate the wellness and peace room space so each can be successful since they have their own purpose.

GOAL 4 ANALYSIS

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

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

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

GOAL 5 ANALYSIS

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,506,033.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
	\$63,957.00
District Central funding	\$1,025,133.00
Other	\$69,750.00
Site Donations	\$2,000.00
Site Lottery	\$5,000.00
Site Magnet	\$70,827.00
Site Supplemental	\$203,869.00
Site Title 1	\$65,497.00

Subtotal of state or local funds included for this school: \$1,506,033.00

Total of federal, state, and/or local funds for this school: \$1,506,033.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	63,957.00
District Central funding	1,025,133.00
Other	69,750.00
Site Donations	2,000.00
Site Lottery	5,000.00
Site Magnet	70,827.00
Site Supplemental	203,869.00
Site Title 1	65,497.00

Expenditures by Budget Reference

Budget Reference	Amount
	61,957.00
0000: Unrestricted	136,987.00
1000-1999: Certificated Personnel Salaries	951,502.00
2000-2999: Classified Personnel Salaries	66,000.00
5000-5999: Services And Other Operating Expenditures	15,750.00
None Specified	273,837.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		61,957.00

None Specified		2,000.00
0000: Unrestricted	District Central funding	4,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	869,195.00
None Specified	District Central funding	151,938.00
0000: Unrestricted	Other	44,490.00
None Specified	Other	25,260.00
None Specified	Site Donations	2,000.00
0000: Unrestricted	Site Lottery	5,000.00
1000-1999: Certificated Personnel Salaries	Site Magnet	70,827.00
0000: Unrestricted	Site Supplemental	18,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	11,480.00
2000-2999: Classified Personnel Salaries	Site Supplemental	66,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	15,750.00
None Specified	Site Supplemental	92,639.00
0000: Unrestricted	Site Title 1	65,497.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	816,536.00
Goal 2	156,497.00
Goal 3	533,000.00

School Site Council Membership

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

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

Name of Members	Role
Maria Demattei	Principal
Dana Seydel	Other School Staff
Alicia Pashby	Other School Staff
Habiba Naqvi	Classroom Teacher
Griselda Huete	Classroom Teacher
Tasha Baham	Parent or Community Member
Annalyn Maderal	Parent or Community Member
Christie McCoy	Parent or Community Member
Aimee Graham-Sullivan	Parent or Community Member
Dawn Goodwin	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 June 4, 2026.

Attested:

	Principal, Maria Demattei on June 4, 2026
	SSC Chairperson, Tasha Baham on June 4, 2026

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019