



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
Beach Park Elementary School	41 69039 0140137	5/18/2026	June 25, 2026

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

PTA - 5/28/2026-In Person Meeting in the evening
School Site Council- 5/18/2026- In Person in the afternoon
ELAC - 5/18/2026- In Person in the morning
Staff Meeting 5/19/2026, 5/26/2026, - in person in the afternoon

Using the data, finding bright spots, and challenges, created strategies to meet the strategic plan goals. We had meetings with all parent groups and staff members. Classified were invited to join the staff meeting and provide input as well.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Beach Park 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.29%	%		1	
African American	0.35%	0.86%	0.57%	1	3	2
Asian	48.95%	47.26%	49.57%	140	164	174
Filipino	3.85%	3.17%	3.42%	11	11	12
Hispanic/Latino	14.69%	17.29%	14.25%	42	60	50
Pacific Islander	0.70%	0.86%	0.57%	2	3	2
White	21.33%	20.17%	19.66%	61	70	69
Multiple/No Response	8.39%	8.36%	8.83%	24	29	31
Total Enrollment				296	356	363

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	22	39	40
Kindergarten	57	67	54
Grade 1	66	60	60
Grade 2	57	63	58
Grade3	34	59	61
Grade 4	25	33	49
Grade 5	29	26	30
Total Enrollment	296	356	363

Conclusions based on this data:

1. Establishment of the School's Initial Cohort: The 2025–2026 school year marks a major milestone for Beach Park Elementary as its very first Kindergarten cohort has officially progressed all the way through the grade levels to become the school's premier 5th-grade graduating class.
2. Expansion of Early Childhood Education: The consistent inclusion of Transitional Kindergarten (TK) and Preschool/SDC classrooms across these school years reflects a sustained commitment to early childhood integration and foundational learning within the school community.

3. Overall Student Population Growth: The total student enrollment has expanded to 363 students by the 2025–2026 school year, requiring the PTA and school site to continuously scale up resources, school supplies, and communal assemblies to support the growing student body

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	60	48	38	20%	14%	10.1%
Fluent English Proficient (FEP)	105	136	64	36%	38%	17%
Reclassified Fluent English Proficient (RFEP)	70	83	77	24%	23%	21%

Conclusions based on this data:

1. The number of English Learners have decreased over the three years, we only have 10% of our students now considered ELs. Could be due to the new TK classrooms, and then they take the test once they enter kindergarten and are IFEP.
2. The number of Initial Fluent English Proficient (IFEP) students peaked during the 2024-25 school year at 136 students, up from 105 students in 2023-24. Following this surge, the 2025-26 school year saw a noticeable shift in incoming student demographics, with the IFEP cohort adjusting down to 64 students.
3. Longitudinal data for Reclassified Fluent English Proficient (RFEP) students demonstrates a strong, sustained rate of language acquisition and academic success at the site. The school successfully reclassified 70 students in 2023-24, experienced a peak of 83 reclassifications in 2024-25, and maintained a stable, high baseline with 77 RFEP students in the 2025-26 school year.

School and Student Performance Data

Data Indicators and Targets

Click on the following link to go directly to Beach Park's Data: <https://docs.google.com/spreadsheets/d/1NBeeChqMmCvJijpeISa8NKXUQ7AjJHEqqvmumxNlvql/edit?usp=sharing>

Data Statements: Strength

1. CAASPP Math Excellence & Equity Growth: Overall math performance remains a major school-wide strength, ticking upward to 78.00% in Spring 2025 and maintaining a "Blue" status on the state dashboard. Socio-Economically Disadvantaged students showed a massive 9.46 percentage point jump from 2024 to 2025 (54.54% to 64.00%).
- English Learner Acceleration (ELPI/ELPAC): The percentage of English Learners making annual language progress has nearly doubled in two years, soaring from 31.80% in Fall 2023 to 62.00% in Fall 2025, positioning the school well against the state average.
- Primary Grade Literacy (PAF Mastery): Universal primary outcomes are exceptional. By the 2nd Interim of 2025–26, Kindergarten reached 97.00% proficiency, 1st Grade reached 98.00%, and 2nd Grade reached 91.00%. Rapid in-year subgroup gains successfully closed equity gaps for English Learners, Socio-Economically Disadvantaged, and Hispanic/Latinx cohorts.
- Intermediate Grade Reading (NWEA MAP): The current 3rd-grade cohort is performing exceptionally well, achieving an 85.00% proficiency rate on recent interim assessments.
- Primary Math Outcomes (Local Benchmarks): K–2 math performance is universally outstanding, with 2nd grade settling at a near-perfect 97.00% proficiency for the 2nd Interim of the 2025–26 cycle.
- Dramatic Attendance Recovery: Across "All Students," chronic absenteeism was cut more than in half, dropping from 9.00% down to an impressive 4.00% in 2025–26.
- Subgroup Absenteeism Reductions: Chronic absenteeism plummeted within Special Education (from 28.00% to 5.00%), Homeless Youth (from 57.00% to 30.00%), and English Learners (from 21.00% to 9.00%) due to successful family outreach.
- 4th Grade Multi-Year Connectedness: The 4th-grade cohort represents a peak area of school pride, with safety ratings holding steady at 84.00% and school connectedness rising to 80.00% in 2025–26.
- 5th Grade Safety & Connectedness Restoration: Following an alarming dip in 2024–25, 5th-grade perceptions of safety surged by 27 percentage points to reach 79.00%, while their sense of school connectedness rebounded by 12 points to reach 73.00%.

Data Statements: Challenges

2. CAASPP Literacy & EL Recession: Overall literacy fell from 75.00% to 67.00% in Spring 2025, heavily driven by a severe drop in English Learner proficiency from 33.33% down to 17.00%.
- 5th Grade Science & Upper Literacy Stagnation: 5th-grade Science proficiency has experienced a steep multi-year decline, dropping from 60.71% in 2023 down to 32.00% in 2025, with English Learners sitting at a critically low 2.00% baseline. Concurrently, 5th-grade reading interim growth has remained stagnant compared to younger cohorts.
- RFEP and Subgroup Math Slides: RFEP students declined in math proficiency over two consecutive years, dropping down to 81.00% in 2025. Additionally, the 2025–26 interim math benchmarks show recent mid-year declines for Socio-Economically Disadvantaged (77.00% to 71.00%) and Special Education students (70.00% to 60.00%).

Special Education Early Literacy Plateau: While Special Education students grew to 70.00% proficiency by the 2nd Interim of 2025–26, this growth simply returned them flatly to their historical baseline from the previous school year.

Lingering Attendance Disproportionality: Despite massive improvements, chronic absenteeism rates for Homeless Youth (30.00%), Socio-Economically Disadvantaged (13.00%), and Hispanic/Latino students (12.00%) remain significantly higher than the school-wide average of 4.00%.

Upward Trend in Suspension Rates: The overall suspension rate crept upward from 0.00% (2023–24) to 0.80% (2025–26), exceeding the target goal of 0.40%. Concentrated spikes occurred in vulnerable groups previously experiencing zero discipline incidents, including English Learners (1.80%) and Special Education students (2.60%).

The 3rd Grade Transition Slump: The youngest survey cohort showed contractions across every metric in 2025–26: safety dropped 13 points to 71.00%, school connectedness slid 10 points to 71.00%, and meaningful participation dropped to 34.00%.

Systemic Low Meaningful Participation: Across all three tested grades, "Meaningful Participation" remains the lowest-scoring domain on campus (ranging from 34.00% to 47.00%), highlighting a school-wide challenge to design platforms where student voices actively shape the campus.

Caring Adults Target Gaps: A three-year downward trend among 3rd graders in perceiving caring adults (dropping to 72.00%) left all three upper grades 4 to 5 percentage points short of their target goals.

Planning Statements

3. Targeted Literacy Interventions for Subgroups:
Implement specific, research-based interventions and supports for socio-economically disadvantaged students and English Learners in grades 3-5 to accelerate their literacy growth and close the achievement gap. This may include differentiated instruction, small group support, and targeted vocabulary development.

Focused Math Instruction and Support (Grades k-5):
New math adoption and focus on Math strategies along with Integrated English Language Development.

Monitoring and Addressing mClass Trends:
Closely monitor the new mClass (Amplify) Reading data throughout the year to identify students and grade levels where growth is slowing or declining. Implement timely interventions and adjust instructional strategies as needed.

Science Curriculum Review and Enhancement (TK-5th Grade):
Review the 5th-grade science assessment and instructional practices to identify areas for improvement. Provide teachers with professional development and resources to enhance science instruction and engagement.

Intensified Support for Special Education (Literacy K-2):
Implement targeted and individualized literacy interventions for Special Education students in grades K-2, focusing on strategies to ensure consistent progress on foundational literacy skills.

Leveraging K-2 Literacy Successes:
Analyze the effective strategies and practices used in Kindergarten through 2nd grade that have led to significant literacy growth and explore how these can be adapted and applied to all classrooms.

Continued Focus on ELPAC Growth:
Build upon the successful growth in ELPAC scores by continuing to provide robust Designated English Language Development support and integrated language instruction across all content areas.

Data-Driven Decision Making:
Establish a system for regularly analyzing student performance data from various assessments (CAASPP, ELPAC, PAF, NWEA MAP, CFAs) to inform instructional decisions, identify areas of need, and monitor the effectiveness of interventions.

Professional Development:
Provide targeted professional development for teachers focused on evidence-based strategies to support the academic growth of all students, including differentiation, scaffolding, and effective intervention techniques.

Collaboration and Communication:

Foster collaboration among teachers, support staff, and administrators to share best practices and work collectively to address the identified challenges and promote academic growth for all students. Communicate progress and strategies with families to build partnerships in supporting student learning.

Targeted Attendance Interventions for High-Need Subgroups:

Develop and implement specific strategies to address the rising chronic absenteeism rates for Homeless Youth, English Learners, Hispanic/Latino students, and Special Education students. This may involve home visits, parent outreach, collaboration with community resources, and individualized attendance plans.

School-Wide Attendance Awareness Campaign:

Implement a school-wide campaign to emphasize the importance of regular attendance and reduce tardies and its impact on academic success. This could include positive incentives, data sharing (while maintaining privacy), and student-led initiatives.

Early Intervention for Attendance Issues:

Establish a system for early identification of students with attendance concerns and implement proactive interventions before chronic absenteeism develops.

Strengthen Relationships with Caring Adults (3rd & 5th Grade Focus):

Implement initiatives to foster stronger relationships between students and staff, particularly in 3rd and 5th grades. This could include mentorship programs, advisory groups, and activities that promote positive interactions.

Enhance Meaningful Participation (3rd-5th Grade Focus):

Explore ways to increase student voice and leadership opportunities, especially in 5th grade, to foster a greater sense of meaningful participation in school activities and decision-making.

Improve School Connectedness (3rd-5th Grade Focus):

Implement strategies to strengthen school connectedness for 5th-grade students. This could involve creating more opportunities for positive peer relationships, engaging extracurricular activities, and a supportive classroom environment.

Analyze CHKS Data for Qualitative Insights:

Further analyze the open-ended responses and other relevant data from the CHKS to gain a deeper understanding of student perceptions and inform targeted interventions.

Professional Development on Trauma-Informed Practices and Restorative Justice:

Provide professional development for all staff on trauma-informed practices and restorative justice to create a more supportive and equitable school climate.

Strengthen Home-School Communication:

Enhance communication with families regarding attendance expectations, behavior policies, and school climate initiatives to build strong partnerships in supporting student well-being and engagement.

SPSA Goals and Strategies

Goal 1

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS Tier 1: L&L Para Educator - support the L&L Tosa with k-2 Tier 1 and Tier 2 PAF and intervention for Newcomers	Site- identified- Position for 4 hours/5 days a week- \$26,781	2000-2999: Classified Personnel Salaries Site Supplemental	26,781
MTSS, Tier 1: Support TK-5 staff to participate in school-year and staff meetings professional development to implement foundational literacy skills and comprehension using the ELA/ELD Framework.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 100% FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	168,350
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS: Tier 2: Implement Summit K12 for Multilingual Learners in grades 4–8 to provide supplemental language development, literacy support, and ELPAC preparation in order to accelerate English language proficiency and improve student outcomes.	District-provided resource		
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and	District-provided materials and resources		

computer-based Reading assessment for grades 3-5.			
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities. Targeting specifically student groups identified in ATSI: youth with compromised housing, students with IEPs and Latinx.	Data work- substitutes needed to cover classrooms	None Specified	
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of K-5 math curricula, Amplify and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in school-year and staff meeting professional development to implement core SMFC math program.	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1: Support TK-5 teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms targeting specifically student groups identified in ATSI: youth with compromised housing, students with IEPs and Latinx.	Data work substitutes needed to cover classrooms		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources Site-identified additional teacher extra-time		
STRATEGY: Expand Visual and Performing Arts Programming			

Implement Art4Schools visual arts program for all classrooms.	Contract with Art4Schools	5800: Professional/Consulting Services And Operating Expenditures District Central funding	17,380
Implement Art4Schools visual arts program for all classrooms.	Contract with Art4Schools	5800: Professional/Consulting Services And Operating Expenditures Site PTA	8,870
Implement Music for Minors for all classrooms.	Contract with Music for Minors	5800: Professional/Consulting Services And Operating Expenditures District Central funding	60,560
STRATEGY: Expanding Pre-Kindergarten Programming			
Collaborate with designated district leaders for Pre-Kindergarten to align Pre-K and K literacy and math programs so that students are ready for grade-level Kindergarten learning.	Site-identified staff extra-time and meeting costs District-provided resources		

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	District-provided resources		
Parent Connections- every other month principal led parenting classes around big topics using Parent Connections website as a resource from Child Healthy Minds.			
Expand school efforts to get input and feedback from families, including the number of "Multi-lingual" engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources		
STRATEGY: Responsive" Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources		

SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1 FTE of Counselors to provide individual and group wellness support.	District-provided 1 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	167,680
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Counselors and CARE team members to participate in summer and school-year professional development in: -how to implement SST and 504 processes; and in -wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.			

MSTSS Tier 1- Implement Responsive Classroom practices- teachers attend RC PD as needed	District provided materials and resources		
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1,2,3 All students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences and Unexcused Absences.			
MTSS Tier 1 All students: Designated staff and Care Team members will lead the implementation expansion of attendance rewards and recognition activities.			
MTSS Tier 1 All Students Designated staff and Care Team members will lead the implementation/expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.			
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.			
MTSS: Tier 2 Youth and Compromised Housing, Students with IEPs and Latinx: on a quarterly basis, Care Team members will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS: Tier 2 Youth and Compromised Housing, Students with IEPs and Latinx 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.			
MTSS Tier 3 Youth with compromised housing, students with IEPs and Latinx : Counselor and district- assigned social worker will prioritize 1:1 and group support to students from these specific groups to reduce their chronic absenteeism.			

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.

1. The implementation of our PAF reading program has increased our K-2 literacy scores. The overall effectiveness of this strategy was highly effective- we had 90% of our K-2 readers at grade level.
2. Using our L and L Tosa for Tier 1 and 2 implementation of the PAF curriculum.
3. Using a para educator to support Newcomers (3rd-5th grade) and Tier 2 support for early literacy.
4. Data and Committee Meetings to discuss student achievement, implement new strategies and create accommodations and review implementation to see effectiveness.

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

There were no major differences.

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 increase our focus on Science TK-5th, to support the 5th graders taking the science test. We will dedicate 6 staff meetings to discuss, implement and bring student data around using the TWIG curriculum.

GOAL 2 ANALYSIS

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

The social-emotional learning curriculum was used in all K-5 classrooms, and classroom restorative justice circles were initiated. The effectiveness in achieving evident in positive shifts in student behavior. Student surveys indicated:

Strong Sense of Feeling Safe

5th grade increased from 52% in CHKS 2024-2025, to 79% on CHKS in 2025-2026.

4th grade had 84% on CHKS 2025-2026.

High Sense of Feeling Connected

4th (80%) grade students reported feeling connected to school on the CHKS in 2025-2026.

Increase in Caring Adult

5th-grade students showed a positive increase in feeling there are caring adults at school from 59% in 2024-2025 to 68% in 2025-2026.

Also our Chronic Absenteeism has significantly decreased:

9% Chronic Absenteeism in 2024-2025, 4% Chronic Absenteeism 2025-2026

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

There were no major differences.

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 with this goal as well as providing support groups for our families who have chronic absenteeism through the SST process.

GOAL 3 ANALYSIS

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

The wellness goal of using our school counselor to support Restorative Circles, Responsive Classroom, PBIS, Second Step and Random Acts of Kindness to create a school climate that is engaging, inclusive and positive relationships between staff and students/families.

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

NA

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 add Kimochi curriculum for TK. We will also change 5th grade SEL curriculum from Second Step to Zone or pilot another curriculum.

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	\$449,621.00

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 (\$)
District Central funding	\$413,970.00
Site PTA	\$8,870.00
Site Supplemental	\$26,781.00

Subtotal of state or local funds included for this school: \$449,621.00

Total of federal, state, and/or local funds for this school: \$449,621.00

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

District Central funding	413,970.00
Site PTA	8,870.00
Site Supplemental	26,781.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	336,030.00
2000-2999: Classified Personnel Salaries	26,781.00
5800: Professional/Consulting Services And Operating Expenditures	86,810.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	District Central funding	336,030.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	77,940.00
5800: Professional/Consulting Services And Operating Expenditures	Site PTA	8,870.00
2000-2999: Classified Personnel Salaries	Site Supplemental	26,781.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 3

281,941.00
167,680.00

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:

- Amy Snow School Principal
- Autumn Schenck Classroom Teachers
- uqiang Gao Parent or Community Members

Name of Members	Role
Lori Boyer	Parent or Community Member
	Classroom Teacher
	Parent or Community Member
	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
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 5/19/2025.

Attested:



Principal, Amy Snow on 5/29/2026
SSC Chairperson, Fuqiang Gao on 5/29/2026

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

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

[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