



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
George Hall Elementary School	41690396044903	June 1, 2026	June 25, 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
Targeted Support and Improvement
As a school identified for Targeted Support and Intervention (TSI), this SPSA describes the goals, strategies, and actions being implemented to improve the engagement (chronic absenteeism) of students identifies as Two or More Races.

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.

In this SPSA, there are several sections with information that explains how George Hall Elementary has met the ESSA requirements for the School-wide TSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called “Educational Partner Involvement” describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in their academic performance and engagement; and statements of the key planning ideas to improve

their performance and engagement--including actions that can address any resource inequities identified for these student groups

The sections called “Planned Improvements: Goal 1/2/3” describe--in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)--the key goals, strategies, and actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled as Tier 1 address the needs of all students. Actions labeled as Tier 2/3 address the needs of the specific student groups identified.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Educational Partner Involvement	4
School and Student Performance Data	5
Student Enrollment.....	5
Data Indicators and Targets	8
SPSA Goals and Strategies.....	10
Goal 1.....	10
Goal 2.....	13
Goal 3.....	14
Annual Review	16
Budget Summary	20
Budget Summary	20
Other Federal, State, and Local Funds	20
Budgeted Funds and Expenditures in this Plan	21
Funds Budgeted to the School by Funding Source.....	21
Expenditures by Funding Source	21
Expenditures by Budget Reference	21
Expenditures by Budget Reference and Funding Source	21
Expenditures by Goal.....	22
School Site Council Membership	23
Recommendations and Assurances	24
Instructions.....	25
Instructions: Linked Table of Contents.....	25
Purpose and Description	26
Educational Partner Involvement	26
Resource Inequities	26
Goals, Strategies, Expenditures, & Annual Review	27
Annual Review	28
Budget Summary	29
Appendix A: Plan Requirements	31
Appendix B:.....	34
Appendix C: Select State and Federal Programs	36

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

SSC Meeting - 9/8/2025, 11/3/2025, 2/9/2026, 3/9/2026, 4/20/2026, 5/18/2026, 6/1/2-26
Staff Meeting- 5/4/2026, 5/11/2026
ELAC- 5/14/2026

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George Hall 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
African American	0.84%	0.54%	0.51%	3	2	2
Asian	17.88%	19.19%	19.13%	64	71	75
Filipino	5.31%	5.14%	5.36%	19	19	21
Hispanic/Latino	31.28%	31.89%	35.20%	112	118	138
Pacific Islander	3.35%	2.97%	1.79%	12	11	7
White	27.65%	25.68%	23.72%	99	95	93
Multiple/No Response	11.45%	12.16%	11.22%	41	45	44
Total Enrollment				358	370	392

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		37	40
Kindergarten	57		74
Grade 1	60		58
Grade 2	50		54
Grade3	58		60
Grade 4	55		54
Grade 5	58		52
Total Enrollment	358		392

Conclusions based on this data:

- Over the past 3 years, we have noticed a steady increase in overall student enrollment.
- George Hall has seen the greatest increase in hispanic/latino enrollment by 20 students from the 24/25 school year to 25/26.

3. With the transitional kindergarten age range becoming larger, and the instructional day becoming longer, George Hall is getting more families who are committing to their neighborhood school earlier. Transitional Kindergarten enrollment is projected to increase to three classes during the 26/27 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	76	58	76	19.1%	21.2%	19.4%
Fluent English Proficient (FEP)	35	42	41		9.8%	10.5%
Reclassified Fluent English Proficient (RFEP)			70	10.9%		11.43%

Conclusions based on this data:

1. A large portion of our English Learners have reclassified over the past few years.
2. The percentage of English Learner students at our site has remained within a 2 percentage range over the past 3 years.

School and Student Performance Data

Data Indicators and Targets

https://drive.google.com/file/d/18kAP978pCIRFJ8YepAyQ-bT_zWS6RN-M/view?usp=sharing

Data Statements: Strength

1. CAASPP
 - *An increase of 2% of Students with Disabilities met or exceeded the standard in ELA
 - *An increase of 5% of English Learner students met or exceeded the standard in ELA
 - *An overall increase of 3% of all students met or exceeded the standard in ELA
 - *An increase of 3% of Students with Disabilities met or exceeded the standard in Math

ELA Benchmarks

An increase of 22% of 2nd grade students met or exceeded district grade level benchmarks in the 25-26 school year compared to 24-25

Math Benchmarks

An increase in percent met or exceeded from 2nd grade in the 24-25 school year to 25-26 school year

Chronic Absenteeism

A 7% decrease in absenteeism rates among all students from 4/15/2025 to 4/15/2026

Between 24-25 and 25-26, we have seen a 12% decrease and a 15% decrease in chronic absenteeism in Hispanic/Latino and NH/PI subgroups, respectively

The majority of 3rd-5th graders at our school feel connected and safe at school and feel they have caring adults at school.

Data Statements: Challenges

2. CAASPP
 - * There was a decrease of 6% of All Students 3rd-5th grade who met or exceeded the standard in Math from spring 2024 to spring 2025
 - * There was a decrease of 2-10% of students in 3rd-4th grade who met or exceeded the District Literacy Benchmark standard.

Math Benchmarks

The 2nd interim district assessment was optional district-wide, due to the fact that our district is piloting a new math curriculum this year. We did not include this data set, as some classes chose not to administer the assessment.

Planning Statements

3. Professional Development & Collaboration

This year, our site will continue to participate in professional learning and coaching around foundational literacy, Designated English Language Development, Restorative Practices, writing, and Inclusive practices. Teachers will be provided with time to collaborate across and within grade-levels, mainstream, and special day classes.

Regular data meetings will be implemented to discuss student support and reengagement

Math

Staff will utilize scheduled "reengagement" days for targeted intervention

We will implement grade-level data meetings with a focus on next steps and classroom-based small group intervention

Chronic Absenteeism

Our school's CARE team and support staff will pull attendance data monthly and will facilitate timely SART meetings

ELA

Small group intervention will be implemented across all grade-levels, based on data discussed during data meetings

Chronic Absenteeism, Student Wellness, and School Culture and Climate

We will provide targeted intervention for students who are chronically absent. School support staff will call families, provide resources as necessary, and hold engagement events and meetings to connect with families.

In order to promote a feeling of connectedness at school, teachers will host daily community circles, our school counselor will facilitate strategic social-emotional counseling groups, and staff will support students to resolve their conflicts in a restorative way

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 • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").	District-provided curriculum		
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	160,123
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 2: Provide additional online literacy resource to support academic intervention	BrainPop License	4000-4999: Books And Supplies Site Supplemental	4215
See above	See above	4000-4999: Books And Supplies Site Lottery	1500
MTSS, Tier 1: Supplemental materials for literacy (Scholastic News, Heidi Songs, etc.)	Scholastic News subscription and resources, Heidi Songs subscription and resources.	4000-4999: Books And Supplies Site Lottery	2,495.26
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 mCLASS DIBELS for ELA K-5	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through data meetings that lead to instructional re-engagement strategies in classrooms and intervention activities within the	Site-identified additional teacher extra-time to engage in inquiry, collaboration, and student support	1000-1999: Certificated Personnel Salaries Site Supplemental	5500

school day (i.e. intervention groups with Language and Literacy ToSA).			
MTSS, Tier 1: Provide additional resources to staff and students to increase access to culturally relevant, engaging and rigorous experiences for all students (provided by the PTA through mini grants).	Site-provided materials and resources	4000-4999: Books And Supplies Site PTA	1,600
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 materials and resources		
MTSS, Tier 1: Writing supports & materials	Site-identified funds	4000-4999: Books And Supplies Site Lottery	757
STRATEGY: Mathematics			
MTSS, Tier 1: Implement new K-5 math curriculum, Amplify, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Math ToSA to support staff to participate in school-year professional development to implement core SMFC math program. Math ToSA will also support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided Math ToSA support		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
MTSS, Tier 1 & 2: Implement mCLASS math interim assessments K-5	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through data meetings that lead to instructional re-engagement and intervention strategies in classrooms	District-provided materials and resources Site-identified additional teacher extra-time (funding listed in L&L section)		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Continued implement LEGO Education modules	District-provided materials and resources		
STEM Night with families funded by the PTA	Site-provided materials and resources	4000-4999: Books And Supplies	500

		Site PTA	
STRATEGY: VAPA			
MTSS Tier 1: Provide Art for TK-5th for Art for Schools	Art classes for all 1 time bi-weekly	5000-5999: Services And Other Operating Expenditures Other	37,440
MTSS Tier 1: Provide Music for TK-5th through Music for Minors	Tk-5 general music once a week, 5th grade instrumental music once a week	5000-5999: Services And Other Operating Expenditures Other	19,543
see above	Additional district VAPA funding	5000-5999: Services And Other Operating Expenditures District Central funding	22,349
see above	PTA donation	5000-5999: Services And Other Operating Expenditures Site PTA	10,000
see above	Site donations	5000-5999: Services And Other Operating Expenditures Site Donations	8,688

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, attendance, and wellness resources.	Parent outreach District-provided resources	4000-4999: Books And Supplies Site Lottery	500
Expand school efforts to get input and feedback from families, engagements/regular coffee chats, updated website information, cultural events to represent our families, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources Site-provided webmaster stipend	1000-1999: Certificated Personnel Salaries Site Supplemental	1000
Provide community outreach and support (making connections with newcomer families, decrease chronic absenteeism through family connections, bridge school to home communication, etc)	classified hourly rate	2000-2999: Classified Personnel Salaries Site Supplemental	19094
Assign Multilingual Supports TOSA, TK-5, to support ELD planning, EL Monitoring, and family engagement.	Part-time certificated District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	
STRATEGY: Responsive" Curriculum & Practices			
Expand school efforts to support practices and actions, supported by staff professional development, that build culturally responsive classrooms, restorative practices, and school-wide culture.	District-provided resources		
Continue to implement school practices and actions that build inclusive classrooms and school-wide culture.	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 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources Site identified resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in 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 Site-identified resources		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Restorative Practices	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 Site-identified resources		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources Site-identified personnel to support attendance monitoring and PBIS data input analysis (1.75 hr)	2000-2999: Classified Personnel Salaries Site Supplemental	14761

MTSS, Tier 1: Implement site-based strategies for inclusion practices initiative (staff PD, teacher extra time, resources, and materials)	District-provided resources Site-identified resources	2000-2999: Classified Personnel Salaries Site Supplemental	500
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		
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. Staff will expand school community awareness of chronic absenteeism through teacher communication, office/principal communication, and attendance awareness events. Expand school community awareness of chronic absenteeism through teacher communication, office/principal communication, attendance awareness events.	Site-identified staff & resources	None Specified Site Supplemental	500
MTSS Tier 2 All Students: Designated staff and Care Team members will make positive connections between home and school, and conduct personal outreach to families of students who are chronically absent.	Site-identified staff		

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.

George Hall Elementary continued to prioritize foundational literacy through a strong Multi-Tiered System of Supports (MTSS). In grades TK-2, teachers fully implemented the PAF literacy program as a Tier 1 support. The district-funded Language & Literacy Teacher on Special Assignment (ToSA) partnered with classroom teachers to provide coaching, model lessons, analyze student data, and facilitate targeted intervention groups for students requiring additional support. The school continued implementation of district literacy assessments, including PAF foundational literacy assessments in grades K-2 and NWEA Reading assessments in grades 3-5. These data informed instructional planning and intervention decisions throughout the year. Teachers also utilized supplemental instructional resources, including Scholastic News, BrainPOP, decodable texts, and culturally responsive classroom materials funded through PTA mini-grants. Footsteps2Brilliance remained available as an at-home literacy resource for students in Preschool through Grade 3, while newcomer students benefited from implementation of the Hello! curriculum and teacher professional learning focused on supporting multilingual learners.

George Hall continued implementation of the district's elementary mathematics curriculum using Zearn, supported by the district Math ToSA. Teachers participated in ongoing professional learning focused on curriculum implementation, mathematical discourse, and effective instructional practices. Common formative assessments remained an important component of the instructional program. Grade-level teams regularly reviewed student performance data to identify misconceptions, plan instructional re-engagement lessons, and determine intervention needs. Students continued to access ST Math and IXL as a supplemental resource to reinforce mathematical concepts both at school and at home, providing additional opportunities for practice and differentiated learning.

Teachers continued implementation of the TWIG Science curriculum, providing students with standards-aligned, inquiry-based science instruction. LEGO Education modules offered students opportunities to engage in hands-on engineering and problem-solving experiences that supported STEM learning. The school also hosted a successful STEM Night in partnership with the PTA, providing families with opportunities to participate in engaging science, technology, engineering, and mathematics activities alongside their children.

George Hall continued to provide all TK-5 students with access to high-quality visual and performing arts experiences. Through the Art for Schools program, students participated in bi-weekly visual arts instruction. Music for Minors provided weekly general music instruction for all students, with fifth-grade students also participating in weekly instrumental music instruction. These programs ensured that every student had regular opportunities to develop creativity, artistic expression, collaboration, and confidence through a comprehensive arts education.

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

Overall, the intended strategies and activities were implemented according to planned. The school team did see a need to support Multilingual students in their progress toward reclassification, so designated and integrated ELD strategies were implemented site-wide in addition to the above supports.

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.

In the 2026-2027 school year, our district will implement the mCLASS DIBELS assessment for ELA for grades K-5. This change can be found in the Goal 1 SPSA Goals and Strategies. George Hall will also continue to deepen practices around multilingual support, that increase student academic discourse and understanding of language functions. As our district implements a new math curriculum in the 2026-2027 school year, teachers will be provided with professional development, collaboration time, and support around best practices, deepening understanding of foundational skills, and expanding student thinking around mathematical concepts.

GOAL 2 ANALYSIS

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

George Hall Elementary strengthened partnerships with families by expanding opportunities for communication, engagement, and shared decision-making. Regular ELAC, School Site Council, PTA meetings, and family events provided families with opportunities to learn about student progress and provide feedback to inform school improvement efforts. Additionally, the implementation of a Community Outreach worker supported English Learners and newcomer families through outreach, ELD monitoring, school-home communication, and connections to community resources. The school also promoted attendance and reduced barriers to engagement through personalized family support. Ongoing communication through ParentSquare, newsletters, the school website, and multilingual messaging helped keep families informed. Cultural celebrations and community events reflected the diversity of the school and fostered a welcoming environment for all families.

George Hall continued to strengthen an inclusive and culturally responsive school community through professional learning, restorative practices, and inclusive instructional strategies. Staff implemented relationship-building practices, restorative conversations, and classroom community-building activities to promote a positive school climate. The school also prioritized inclusive classrooms and opportunities for students to learn about empathy, kindness, and belonging through school-wide SEL curriculum and daily instruction.

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

Overall, the intended strategies and activities were implemented according to planned, and successfully supported family engagement, communication, and equitable access to school opportunities and resources.

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.

The school will continue to prioritize a School Community Outreach Worker, as this helped bridge the home-school connection, and support families in gaining access to resources, support, and materials.

GOAL 3 ANALYSIS

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

George Hall continued to provide a safe, caring, nurturing, and culturally responsive environment for all students to meet the needs of the whole child. The school implemented a comprehensive Student Study Team (SST) and 504 process, with the MTSS CARE Team meeting regularly to review student data, coordinate Tier 2 and Tier 3 interventions, monitor progress, and provide case management for students requiring additional support. Staff engaged in ongoing professional learning focused on restorative practices, PBIS, progressive discipline, SST/504 processes, and inclusive practices, strengthening a proactive and relationship-centered approach to student support. Additional site-funded personnel supported PBIS implementation, attendance monitoring, student leadership, and play support during lunch, contributing to a positive and inclusive school climate.

George Hall implemented district attendance protocols to proactively address chronic absenteeism and improve student attendance. Designated staff and CARE Team members monitored attendance data regularly, identified students in need of support, and partnered with families to remove barriers to consistent attendance. The school increased awareness of the importance of attendance through teacher communication, principal messaging, school newsletters, and attendance-focused campaigns. Personalized outreach by staff, including phone calls, family meetings, and resource referrals, helped strengthen home-school partnerships and support families experiencing attendance challenges. These efforts were complemented by school-wide activities designed to build positive relationships, foster student belonging, and create an engaging school climate that encouraged regular attendance.

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

Overall, the intended strategies and activities were implemented according to planned, and successfully supported student wellness, behavior supports, and social-emotional growth.

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.

George Hall will continue to implement restorative practices school-wide, and strengthen MTSS through the school's CARE Team. The school will also strengthen systems to increase knowledge, communication, and support in order to decrease chronic absenteeism.

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	\$431,065.26

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	\$302,472.00
Other	\$56,983.00
Site Donations	\$8,688.00
Site Lottery	\$5,252.26
Site PTA	\$12,100.00
Site Supplemental	\$45,570.00

Subtotal of state or local funds included for this school: \$431,065.26

Total of federal, state, and/or local funds for this school: \$431,065.26

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	302,472.00
Other	56,983.00
Site Donations	8,688.00
Site Lottery	5,252.26
Site PTA	12,100.00
Site Supplemental	45,570.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	286,623.00
2000-2999: Classified Personnel Salaries	34,355.00
4000-4999: Books And Supplies	11,567.26
5000-5999: Services And Other Operating Expenditures	98,020.00
None Specified	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	280,123.00
5000-5999: Services And Other Operating Expenditures	District Central funding	22,349.00
5000-5999: Services And Other Operating Expenditures	Other	56,983.00

5000-5999: Services And Other Operating Expenditures	Site Donations	8,688.00
4000-4999: Books And Supplies	Site Lottery	5,252.26
4000-4999: Books And Supplies	Site PTA	2,100.00
5000-5999: Services And Other Operating Expenditures	Site PTA	10,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	6,500.00
2000-2999: Classified Personnel Salaries	Site Supplemental	34,355.00
4000-4999: Books And Supplies	Site Supplemental	4,215.00
None Specified	Site Supplemental	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	274,710.26
Goal 2	20,594.00
Goal 3	135,761.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Justine DiMaggio	Principal
Christy Rauch	Classroom Teacher
Lisa Frankel	Classroom Teacher Parent or Community Member
Melissa Perez	Other School Staff
Laura Held	Parent or Community Member
Amy Fickenscher	Classroom Teacher
	Classroom Teacher
	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 11, 2026.

Attested:



Principal, Justine DiMaggio on June 11, 2026

SSC Chairperson, Amy Fickenscher on June 11, 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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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