



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
Baywood Elementary School	41690396044838	May 18, 2026	06/25/26

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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

As part of the planning process of the SPSA/Annual Review and Update staff provided input on April 7, 2026 and April 28, 2026 on strategies and actions. Input was gathered from ELAC, PTA and SSC on April 20, 2026 and May 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 Baywood 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	0.80%	0.41%	0.62%	4	2	3
Asian	19.76%	19.63%	20.12%	99	96	97
Filipino	1.80%	1.43%	1.45%	9	7	7
Hispanic/Latino	31.14%	30.47%	29.25%	156	149	141
Pacific Islander	1.20%	1.84%	1.66%	6	9	8
White	30.14%	28.83%	30.08%	151	141	145
Multiple/No Response	12.97%	14.72%	14.32%	65	72	69
Total Enrollment				501	489	482

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	20	40	40
Kindergarten	80	70	70
Grade 1	72	71	71
Grade 2	81	70	70
Grade3	79	75	75
Grade 4	82	78	78
Grade 5	88	79	79
Total Enrollment	501		482

Conclusions based on this data:

1. Our kindergarten enrollment has remained stable at approximately 70 students over the past three years.
2. TK classrooms are currently full due to changes in state age-eligibility requirements, which have increased enrollment.

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	99	98	93	19.7%	19.8%	19.3%
Fluent English Proficient (FEP)	62	57	47		12.4%	9.8%
Reclassified Fluent English Proficient (RFEP)			96	12.3%		8.33%

Conclusions based on this data:

1. The number of English Learners enrolled at Baywood has decreased over time.
2. English Learner students make up 20% of the enrollment at Baywood currently.

School and Student Performance Data

Data Indicators and Targets

<https://docs.google.com/spreadsheets/d/1r2eCKF1caNr3Lf6PrsItZrDdOYTJ6oSnCZf0Yx3n61g/edit?usp=sharing>

Data Statements: Strength

1. ELA/Literacy Strengths
58.44% of students met/exceeded standards on 2025 ELA CAASPP (state test grades 3-5).
83% of K-2 students are meeting/exceeding the benchmark in ELA in Spring of 2026.
30 students increased their ELPAC score by 1 to 2 points in Spring of 2025.

Math Strengths
59.91% of students met/exceeded standards on 2025 Math CAASPP (state test grades 3-5).
80.7% of all students are meeting/exceeding the Zearn benchmark in Math in Winter of 2025.

Data Statements: Challenges

2. ELA/Literacy Areas for Growth
41.56% of students have not met standards on 2025 ELA CAASPP (state test grades 3-5).
7 students went down 1 ELPAC level.
21 students stayed the same ELPAC level.

Math Areas for Growth
40.09% of students have not met standards on 2025 Math CAASPP (state test grades 3-5).
35% of students are nearly meeting/not meeting standard on the Performance Task benchmark in Math in Winter of 2025.

Planning Statements

3. All grade levels will implement structured small-group literacy intervention during the instructional school day. Teachers in Kindergarten through Grade 2 will maintain fidelity to the PAF literacy program, providing daily small-group literacy instruction. Teachers in Grades 3 and 4 will maintain fidelity to the Phonics for Reading intervention program, while Grade 5 teachers will implement the Rewards Intervention program for students performing below grade level.

Participation among identified target groups in the supplemental intervention programs Footsteps2Brilliance and ST Math will be monitored and increased. All grade levels will maintain fidelity to the first-year implementation of Amplify, the newly adopted core mathematics curriculum.

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, L and L TOSA supported work, additional materials to support student learning.	4000-4999: Books And Supplies Site Supplemental	7506
MTSS, Tier 1: Support TK-5 staff to participate in staff meeting professional development to implement foundational literacy skills and comprehension skills using the ELA and ELD framework as a guide.	District-provided curriculum, L and L TOSA supported work.		
MTSS, Tier 1: Implement Reading Difficulties screener for grades K-2.	District-provided materials and resources, L and L TOSA supported work.		
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports.	District-provided materials and resources, Community Worker supported work.		
MTSS, Tier 1: Implement district literacy interim assessments: K-2 foundational literacy assessments and computer-based mCLASS assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Assign Foundational Literacy TOSA in grades K-3 to support in-class instruction and pull-out groups for foundational literacy intervention.	District-provided 1.0 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	170,005
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance and provide at-home literacy resources for all K-2 students.	District-provided materials		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 3-5 ("Phonics for Reading and Rewards").	District provided materials		
MTSS, Tier 1 & 2: Implement language & literacy data cycles	District-provided materials and resources		

through principal and site staff meetings that lead to instructional re-engagement strategies and support materials in classrooms			
Teachers attend district and county professional development focused on both foundational literacy and teaching complex texts.	Professional development costs and substitute cost	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	10,000
Continue meeting as an Instructional Leadership Team composed of staff members to collaboratively design professional learning opportunities and engage in data-informed decision-making that supports student achievement and continuous school improvement.	Bi-monthly meetings	1000-1999: Certificated Personnel Salaries Site Supplemental	1,500
STRATEGY: Mathematics			
MTSS, Tier 1: Year 1 implementation of K-5 math curricula, Amplify with teacher guidance materials.	District-provided materials and resources.		
MTSS, Tier 1: Support staff to participate in school-year professional development to implement core SMFC math program Amplify.	District-provided materials and resources, Math TOSA supported work.		
MTSS, Tier 1: Support teachers to collaborate with District Math TOSA in continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning. Led by a site math implementation team.	District-provided materials/resources, Math TOSA supported work.	1000-1999: Certificated Personnel Salaries Site Supplemental	3,000
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.			
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. expenses (teacher extra-time; recognition materials; etc.)		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum with teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
STRATEGY: Visual and Performing Arts Programming			
Implement Music4Minors performing arts program for all classrooms	Consultant Contract - Prop 28 Funds	5800: Professional/Consulting Services And	65,530

		Operating Expenditures Other	
Implement Art4Schools visual arts program for all classrooms	Consultant Contract	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	14,850
see above	Consultant Contract - Prop 28 Funds	5800: Professional/Consulting Services And Operating Expenditures Other	5,781
see above	Consultant Contract - Additional District VAPA Funds	5800: Professional/Consulting Services And Operating Expenditures District Central funding	23,724

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, work supported by our School Community Worker. Family engagement materials.	4000-4999: Books And Supplies Site Supplemental	3000
Provide a site-based Community Outreach Specialist to strengthen school-home communication, engage families through culturally responsive practices, align school and family supports for students' academic and social-emotional development, and expand access to school- and community-based resources for families.	School Community Worker	Site PTA	
Expand school efforts to gather input and feedback from families by increasing opportunities for engagement, including regular "Spanish-first" events and family coffee chats. Use family feedback, strengths, and resources to inform decision-making and strengthen the integration of family partnerships into school programs, services, and supports.	District-provided resources		
Continue to expand classroom libraries to include home language resources and diverse grade level literature.	Diverse literature for students	4000-4999: Books And Supplies Site Supplemental	1,000
STRATEGY: Responsive" Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified resources and supplies District-provided resources		

Implement school curriculum, practices and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Site-identified resources and supplies 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.	Site-identified resources and supplies 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	1000-1999: Certificated Personnel Salaries District Central funding	107,202
MTSS, Tier 1 & 2: Work in collaboration with district Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District provided resource.		
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in school-year professional development in <ul style="list-style-type: none"> how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework, culturally responsive teaching and inclusive practices and building calming corners in all classrooms. 	District-provided materials and resources, counselor support in building calming corners in all classrooms	4000-4999: Books And Supplies Site Lottery	3,279

Support our students and families who are at risk or chronically absent with information, resources and attendance incentives for students.	Attendance incentives for students	4000-4999: Books And Supplies Site Lottery	1,000
MTSS, Tier 1 & 2: Continue implementation of MTSS CARE team 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: Continue implementation Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
MTSS, Tier 2: Continue to facilitate counselor-led social groups and a lunch "Chill Zone" to provide students with direct support in developing friendships, practicing turn-taking, and strengthening social communication skills.	Counselor provided, materials purchased.	4000-4999: Books And Supplies Site Lottery	2,000
MTSS, Tier 1: Implement counselor-led Kindness Week, Unity Day and other PBIS activities designed to foster a culture of kindness and strengthen a sense of community among all students.	Counselor provided, assembly presenter, supplies	4000-4999: Books And Supplies Site Supplemental	5,000
Student Safety: Print and post PBIS student signage in all outdoor spaces.	Print signage	4000-4999: Books And Supplies Site Supplemental	3,000
Student Safety: Drive through and no parking signs for safe student drop off and pick up.	Purchase signage	4000-4999: Books And Supplies Site Supplemental	2,000

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.

The student achievement goal centered on professional development, coaching, and the implementation of research-based instructional strategies. To support this goal, we continued refining our PAF delivery in grades K–2 and implemented Phonics for Reading as an intervention for students in grades 3 and 4.

For our K–5 Newcomer students, we developed targeted small-group instruction using the Hello! program to better meet their language acquisition needs. Our Language and Literacy TOSA provided ongoing support to K–2 teachers through professional learning opportunities and direct student engagement to strengthen PAF implementation.

Additionally, our Math TOSA supported all grade levels in implementing the Five Practices for Mathematical Teaching through professional development, coaching, and co-teaching.

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

The budgeted expenses for this goal supported the role of the TOSA s as well as resources for student learning.

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 the strategies based on student data and make changes if necessary.

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 goal of equity and access was to reduce inequitable outcomes for all students by prioritizing inclusion, access, and equity. To support this work, we hired a part-time, multilingual Outreach Coordinator who connected families to school information, strengthened communication, and provided access to community resources.

We also continued to gather feedback from families through multiple avenues, including PTA meetings with translation services and ELAC meetings held within the neighborhood where many of our multilingual families reside and virtually. Additionally, childcare was provided at these meetings to remove barriers and increase family participation.

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

The budgeted expenditures for this goal were utilized to support family engagement activities.

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 the strategies based on CHKS and make changes if necessary.

GOAL 3 ANALYSIS

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

Goal 3 focused on wellness and ensuring a safe, caring environment for all students. To support this goal, we provided professional development on the MTSS framework, our school CARE Team processes, and the SST and 504 referral procedures. This training empowered teachers to better support students directly and to refer them to the CARE Team when additional support was needed. In addition, staff participated in districtwide training on Restorative Practices and inclusion, and began implementing strategies from these sessions within their classrooms to foster a more supportive and inclusive school environment.

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

The budget for this goal is allocated to supporting our PBIS school wide reward system through the purchase of necessary supplies, as well as funding the role of the school counselor. Additional funds are designated for social-emotional learning (SEL) materials to support SEL instruction within the classroom.

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 the strategies based on CHKS and attendance data and make changes if necessary.

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	\$429,377.00

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	\$300,931.00
Other	\$71,311.00
Site Lottery	\$6,279.00
Site Supplemental	\$50,856.00

Subtotal of state or local funds included for this school: \$429,377.00

Total of federal, state, and/or local funds for this school: \$429,377.00

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	300,931.00
Other	71,311.00
Site Lottery	6,279.00
Site Supplemental	50,856.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	281,707.00
4000-4999: Books And Supplies	27,785.00
5800: Professional/Consulting Services And Operating Expenditures	119,885.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	277,207.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	23,724.00
5800: Professional/Consulting Services And Operating Expenditures	Other	71,311.00
4000-4999: Books And Supplies	Site Lottery	6,279.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	4,500.00
4000-4999: Books And Supplies	Site Supplemental	21,506.00

5800: Professional/Consulting
Services And Operating Expenditures

Site Supplemental

24,850.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	301,896.00
Goal 2	4,000.00
Goal 3	123,481.00

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
Erin Felix	Principal
Kirstie Briones	Other School Staff
Priscilla Bower	Classroom Teacher
Jenny Lionberger	Classroom Teacher
Danielle Campit	Parent or Community Member
Whitney Argyres	Parent or Community Member
Kathy Revelo	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
	Other: PTA President

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 5/18/26.

Attested:

	Principal, Erin Felix on 5/18/26
	SSC Chairperson, Whitney Argyres on 5/18/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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