



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
Meadow Heights Elementary School	41690396044960	April 30, 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
As a school with a Title 1 Schoolwide Program, this SPSA describes the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards.

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 Meadow Heights has met the ESSA requirements for the Schoolwide 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.

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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

Teachers: 4/21/26, 4/28/26, 5/12/26
English Language Advisory Committee: 4/23/26, 5/27/26
Family Engagements: Principal Coffee Chat: 4/21/26
PTA: 6/5/26
SSC approval on 4/30/26

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Meadow Heights 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	%	1.26%	%		3	
Asian	10.29%	10.08%	11.34%	25	24	28
Filipino	2.06%	2.10%	2.02%	5	5	5
Hispanic/Latino	49.38%	47.06%	50.20%	120	112	124
Pacific Islander	4.12%	5.46%	5.26%	10	13	13
White	19.75%	20.59%	17.81%	48	49	44
Multiple/No Response	12.35%	11.76%	10.93%	30	28	27
Total Enrollment				243	238	247

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		16	18
Kindergarten	31		30
Grade 1	32		40
Grade 2	41		29
Grade3	47		42
Grade 4	36		40
Grade 5	39		48
Total Enrollment	243		247

Conclusions based on this data:

1. Hispanic/Latino students continued to make up the largest subgroup in the school, increasing from 47.06% of enrollment in 2024–25 to 50.20% in 2025–26, with the number of students rising from 112 to 124.
2. Asian and Pacific Islander student populations remained relatively stable or showed slight increases.
3. The percentage of White students declined over the three-year period, from 20.59% in 2024–25 to 17.81% in 2025–26.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	85	76	83	35.4%	35.0%	33.6%
Fluent English Proficient (FEP)	26	22	25		10.7%	10.1%
Reclassified Fluent English Proficient (RFEP)				9.1%		

Conclusions based on this data:

1. The presentage of EL enrollement stayed the same from 21-22 to 23-24 school year.
2. There was a drop in RFEP rates from 22-23 to 23-24 school year.

School and Student Performance Data

Data Indicators and Targets

https://docs.google.com/spreadsheets/d/1phmTavmBk0QIsjZInjypAKZJ3IB8BApje-bgdEQ_xA/edit?gid=1263508940#gid=1263508940

Data Statements: Strength

1. From Spring 2023 to Spring 2025, Meadow Heights demonstrated overall growth in student performance across multiple student groups in grades 3–5. The percentage of All Students meeting standards increased from 40.00% in 2023 to 46.78% in 2025, reflecting steady schoolwide improvement. Significant gains were also seen among Socio-Economically Disadvantaged students, whose performance more than doubled from 11.11% to 26.56%, and English Learners, who increased from 2.86% to 9.30%. Reclassified Fluent English Proficient (RFEP) students showed especially strong outcomes, rising from 45.45% in 2023 to 83.34% in 2025. Special Education students also demonstrated growth, increasing from 4.17% to 13.64%, while Hispanic/Latino student performance rebounded to 22.92% in 2025 after a slight decline in 2024.

From Spring 2023 to Spring 2025, Meadow Heights demonstrated overall growth in mathematics performance across multiple student groups in grades 3–5. The percentage of All Students meeting or exceeding standards increased from 40.00% in 2023 to 46.78% in 2025, reflecting steady schoolwide progress in math achievement. Significant gains were also seen among Socio-Economically Disadvantaged students, whose performance increased from 11.11% to 26.56%, and English Learners, who improved from 2.86% to 9.30%. Reclassified Fluent English Proficient (RFEP) students showed especially strong outcomes, rising from 45.45% in 2023 to 83.34% in 2025. Special Education students also demonstrated improvement, increasing from 4.17% to 13.64%.

Data Statements: Challenges

2. The Meadow Heights ELPI data highlights several important challenges related to English Learner progress. Although the percentage of English Learners who increased at least one proficiency level or maintained Level 4 on the ELPAC grew significantly from 27.50% in Fall 2023 to 45.30% in Fall 2024, the rate declined slightly to 43.50% in Fall 2025. This suggests that sustaining rapid growth over time remains a challenge.

Additionally, Meadow Heights did not meet its Fall 2025 target of 48.50%, falling short by 5 percentage points. The data also indicates that more than half of English Learners are still not making the expected annual progress toward English proficiency. This points to a continued need for strengthened designated and integrated English Language Development (ELD) instruction, targeted intervention, and differentiated supports for students at varying proficiency levels. Overall, while the school has made meaningful progress, maintaining momentum and accelerating language acquisition for all English Learners remains an ongoing area of focus.

Planning Statements

3. Overall, the ELA data suggests that targeted supports and instructional efforts are contributing to improved outcomes across most student groups, particularly for historically underserved populations. While progress is evident, achievement gaps remain, indicating a continued need for focused intervention, language development support, and equitable access to high-quality instruction to sustain and accelerate growth for all learners.

The mathematics data indicates that targeted instructional supports and intervention efforts are contributing to improved student outcomes across most student groups. The continued upward trend suggests increased effectiveness in math instruction and support systems; however, achievement gaps persist for several student populations. These results highlight the importance of maintaining focused intervention, differentiated instruction, and equitable access to rigorous mathematics learning opportunities to ensure continued growth for all students.

In response to the data indicating that English Learner progress on the ELPAC remains below the school's target and that achievement gaps persist among several student groups, Meadow Heights will implement a comprehensive plan focused on strengthening instruction, intervention, attendance, and student connectedness. This year, all grade levels will participate in year-long professional development and coaching focused on building student knowledge, providing high-quality language supports, strengthening foundational literacy skills for students who need them, and ensuring aligned writing instruction across TK–5. These actions are directly connected to the need to accelerate English language development and improve literacy outcomes for all learners, particularly English Learners and other historically underserved student groups.

In addition, all grade levels will provide small-group literacy intervention during the school day to ensure students receive targeted support based on identified needs. In mathematics, Meadow Heights will continue to strengthen instruction for all students by screening students regularly and providing Tier 2 math intervention for students requiring additional support. Because chronic absenteeism can negatively impact both academic achievement and language acquisition, the school will continue targeted attendance supports including daily phone calls when students are absent, letters home explaining the importance of attendance, and meetings with families. All communications will be culturally and linguistically responsive to strengthen partnerships with families and improve engagement.

To further support students' sense of belonging and connection to school, Meadow Heights will host multiple community-building events throughout the year, including an international potluck, ice cream social, Knowledge Fair, and Harvest Festival. The school will also continue providing social-emotional learning supports through the Second Step curriculum and Soul Shoppe during the school day. Together, these actions are intended to improve student achievement, increase engagement and attendance, and create a supportive and inclusive environment where all students can thrive academically and socially.

SPSA Goals and Strategies

Goal 1

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF") with additional supports for cross-linguistic transfer multilingual students.	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 3-5 ("Rewards" and "Phonics for Reading" and "Bookworms")	District-provided curriculum.		
MTSS, Tier 1: Support K-2 staff to participate in professional development to implement foundational literacy supplemental curricula.	Provided During Staff Meetings		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 and 3-5 to support in-class instruction and pull-out supports for foundational language and literacy (PAF, Phonics for Reading, Rewards).	District-provided FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	169780
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Teachers will create assignments in F2B aligned to PAF lessons to support current student learning.	District-provided resource.		
MTSS, Tier 1: Implement strategies within the core curriculum that strengthen language development and incorporate Universal Design for Learning (UDL) to help prevent Long-Term English Learners and neurodiverse students from not reaching their full potential.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	4550

MTSS, Tier 1 & 2: Implement 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.	covered by district.	None Specified District Central funding	
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and Dibels Reading Screeners other reading assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement Plan, Do, Study, Act cycles of continuous improvement that includes time for data meetings, collaborative planning, and professional learning.	Teacher learning and collaboration	1000-1999: Certificated Personnel Salaries Site Title 1	11531
MTSS, Tier 1 & 2: Teachers will attend high-quality professional learning to ensure all students can access grade level content.	Teacher professional learning	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	7000
Take Home, Classroom and Bookroom Decodable Book Sets, centers, and Text Sets	Materials -- additional Lottery funding of \$3029	4000-4999: Books And Supplies Site Lottery	3029
Take Home, Classroom and Book room Books, Centers, and Text Sets	Materials	4000-4999: Books And Supplies Site Title 1	8200
Take Home, Classroom and Book room Books, Centers, and Text Sets	Materials	4000-4999: Books And Supplies Site Supplemental	3953
MTSS: T2 Provide students access to Learning Ally so that they have access to grade level and above complex text	Digital Materials	4000-4999: Books And Supplies Site Title 1	4353
MTSS: T2 Provide students access to NEWSELA so that they have access to grade level and above complex text	Digital Materials	5000-5999: Services And Other Operating Expenditures Site Supplemental	4055
MTSS: T1 Provide professional learning for teaching writing using Self-Regulation Strategy Development.	District Provided		
STRATEGY: Mathematics			
MTSS, Tier 1: Support TK-5 grade teachers to collaborate with site Math ToSA to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum	District-provided Math TOSA	1000-1999: Certificated Personnel Salaries District Central funding	

implementation, and data-informed planning.			
MTSS, Tier 1: Implementation of new TK-5 math curricula, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention using "Do the Math" or Amplify Support lessons	District-provided materials and resources		
MTSS, Tier 1 & 2: Implementation of K-5 common formative assessment and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
Implement extended day programming to provide academic and enrichment supports, to targeted struggling students	District-provided resources		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials. Teachers will support implementation and access to science concepts by providing text sets and EL Signature Strategies. Teachers will use Benchmark to reinforce these concepts.	District-provided materials and resources		
MTSS, Tier 1: All staff to participate in professional development to deepen implementation of TWIG Science curriculum.	District-provided materials and resources		
MTSS, Tier 1: Provide LEGO engineering teacher to learn the practical application of engineering principles such as structural stability, mechanical design, and robotics.	District-provided materials and PTA funded resource	1000-1999: Certificated Personnel Salaries Title IV	10000
STRATEGY: Expand Visual and Performing Arts Programming			
Tier 1: Visual Arts Program provided to all students	District and PTA provided resources	5000-5999: Services And Other Operating Expenditures Other	36000
see above		5000-5999: Services And Other Operating Expenditures District Central funding	397
Implement music for all classrooms Myriad Music	VAPA Funding	5000-5999: Services And Other Operating Expenditures Site Supplemental	25025
Tier 1 Art Supplies for visual program	materials	4000-4999: Books And Supplies	2968

		Other	
Music program for 5th graders (Music4Minors)		5000-5999: Services And Other Operating Expenditures District Central funding	21938
STRATEGY: “Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school- wide culture that is supportive of LGTBQ+ students and families.	District provided resources		

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources • 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	5000-5999: Services And Other Operating Expenditures Site Title 1 Family Engagement	516
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified school community worker	2000-2999: Classified Personnel Salaries Site Supplemental	18500
Expand school efforts to get input and feedback from family engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports.			
STRATEGY: Responsive" Curriculum & Practices			
MTSS, Tier 1: Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
MTSS, Tier 1: Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		
MTSS, Tier 1: Implement strategies and supplementary			

curriculum to strengthen language skills of potential Long-Term English Learner students, through professional development, teacher collaboration, and materials purchase			
To implement student assemblies that foster inclusivity, celebrate diverse cultures and experiences, and promote student voice, with the aim of advancing equity and belonging across all grade levels.	District-provided resources		
MTSS, Tier 1: Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources		
MTSS Tier 1: Provide assemblies and field trips to promote school connectedness, reinforce positive behavioral expectations, support social-emotional development, and foster an inclusive learning environment that contributes to improved student engagement and academic success.		5800: Professional/Consulting Services And Operating Expenditures Title IV	5000
MTSS Tier 1: Provide assemblies and field trips to promote school connectedness, reinforce positive behavioral expectations, support social-emotional development, and foster an inclusive learning environment that contributes to improved student engagement and academic success.		5800: Professional/Consulting Services And Operating Expenditures Site Title 1	11400

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 Student Support TOSA to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	0001-0999: Unrestricted: Locally Defined District Central funding	160007
MTSS, Tier 1 & 2: District-based 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 based support		
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District and site provided materials and resources		
MTSS Tier 1: Students attend 4 assemblies to focus on life skills of belonging and problem-solving (Soul Shoppe). 5 graders are trained to participate in a Peace Maker program where they support younger students on the playground in solving problems in the schoolyard.	Soul Shoppe materials	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	6600
Student Support TOSA to provide weekly Second Step or mindfulness lessons in each classroom to	District-provided		

promote awareness of our thoughts, emotions, and our surroundings.			
STRATEGY: Reducing Chronic Absenteeism			
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.	Site-identified staff extra-time, meeting and incentives costs		
Use established an Attendance Team with clearly defined roles and responsibilities to support and monitor student attendance. As part of our recognition efforts, we will celebrate students during our Mustang Round-Up Assemblies by awarding certificates and prizes for Perfect and Good Attendance.	Site-identified staff extra-time and meeting/activities costs	4000-4999: Books And Supplies Site Title 1	2000
On a quarterly basis, MTSS Tier 2 Care Team members, in collaboration with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff extra-time		
MTSS Tier 3 The Student Support TOSA and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to reduce their chronic absenteeism.	Site-identified staff extra-time		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS Tier 2 All Students: Designated staff and Care Team members will make weekly/bimonthly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-identified staff extra-time		
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff extra-time--		
MTSS Tier 3: Support TOSA will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff extra-time		

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.

ACHIEVEMENT:

During the 2025–2026 school year, our achievement goal was to create learning opportunities for all Pre-K through 5th grade students that close achievement gaps and support both personal and academic success in high school and beyond. To achieve this goal, the school implemented targeted instructional strategies and supplemental programs designed to strengthen access to rigorous, standards-based learning for all student groups. A continued focus was placed on foundational literacy development through the implementation of Orton-Gillingham–based supplemental curriculum in grades K–2 using PAF. This work built upon prior-year implementation and included additional supports for multilingual learners through cross-linguistic transfer strategies. During this school year, teachers expanded instruction to include body coding paired with Spanish-English cognates to strengthen language connections and phonics development. In grades 3–5, targeted literacy intervention programs including Rewards and Phonics for Reading were implemented to accelerate foundational skills and reading proficiency. Data indicates these programs have positively impacted students across multiple groups, particularly students requiring additional support in decoding, fluency, and language development. Staff also observed that recently arrived multilingual learners benefit from smaller instructional groupings, slower pacing, explicit teaching of pragmatics, and instruction focused on multiple meanings of words and phrases.

The school further expanded literacy access through implementation of Footsteps2Brilliance as an at-home literacy resource for all TK–3 students. Teachers used data from literacy programs to identify skill gaps and provide targeted practice opportunities. Supplemental resources such as decodable take-home books, classroom libraries, bookroom sets, literacy centers, and text sets were used strategically to reinforce foundational skills and support student engagement in reading.

In mathematics, the school continued implementation of EngageNY, Zearn, and ST Math to support both classroom instruction and at-home learning. Teachers collaborated regularly with the site Math Teacher on Special Assignment (ToSA) to strengthen math content knowledge, improve curriculum implementation, and engage in continuous improvement cycles informed by student data. This work included the development and use of common formative assessments across grades K–5, along with collaborative cycles of administration, scoring, analysis, and instructional re-engagement. Data meetings supported responsive teaching practices and informed intervention efforts designed to address student learning needs. During the upcoming year, the school will focus on implementing a newly adopted district mathematics curriculum to further strengthen coherence and instructional alignment.

Science instruction was strengthened through implementation of the TWIG Science curriculum and accompanying teacher guidance materials across all grade levels. Teachers supported access to science concepts through the use of text sets, language scaffolds, and English Learner Signature Strategies. Benchmark resources were also used to reinforce content knowledge where appropriate.

Staff participated in ongoing professional development to deepen implementation of TWIG Science using culturally and linguistically responsive instructional practices. Looking ahead, the school plans to incorporate Self-Regulated Strategy Development (SRSD) to strengthen writing instruction and support students in becoming more independent writers across content areas.

The school also successfully implemented LEGO Education modules and visual arts programming across classrooms through a teacher on employment agreement, providing students with additional opportunities for creativity, problem-solving, and hands-on learning experiences.

Meadow Heights continues to prioritize the implementation of curriculum, instructional practices, and professional learning that promote culturally responsive classrooms and a positive schoolwide culture. Staff engage in ongoing professional development to build inclusive learning environments that honor student identity and foster belonging for all students and families, including LGBTQ+ students and families. This work remains an important long-term commitment, and the school will continue refining practices that support equity, inclusion, and student well-being.

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

There were no major differences between the intended implementation and budget and the strategies and 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.

For Language and Literacy, the school plans to continue implementing the same core strategies and actions that have supported student growth, maintaining consistency in instructional practices and program articulation. Existing literacy supports, including foundational skills instruction, targeted intervention, and language development strategies, will remain central components of the instructional program. Building on this work, staff will engage in professional learning focused on Self-Regulated Strategy Development (SRSD) to strengthen writing instruction and support students in developing greater independence in organizing, planning, and expressing their ideas across content areas.

The school will also increase the use of instructional materials featuring greater text complexity within small-group instruction to better prepare students for grade-level rigor and deepen comprehension skills. In response to family feedback gathered through ongoing engagement opportunities, the school will prioritize the purchase of additional supplemental materials that provide more pencil-and-paper learning experiences. These resources will be aligned to identified student needs and designed to reduce reliance on computer-based assignments while supporting meaningful practice in literacy and other core content areas.

GOAL 2 ANALYSIS

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

During the 2025–2026 school year, our equity goal was to reduce inequitable outcomes for all students and staff by prioritizing equity, access, and inclusion across all aspects of the school community. To support this goal, the school provided site-based community outreach specialists who strengthened school-home communication, engaged families through culturally responsive practices, and helped align school and family partnerships to support students' academic and social-

emotional growth. These outreach efforts also expanded awareness of school- and community-based resources available to families, increasing access to supports that promote student success.

The school expanded opportunities for family voice and participation through regular family engagement efforts, including Coffee Chats, School Site Council (SSC), English Learner Advisory Committee (ELAC), and other community forums. These spaces allowed families to provide meaningful input and feedback that informed school programs, services, and decision-making. To increase accessibility and participation, childcare and engaging activities for children were provided during ELAC meetings. This strategy proved highly effective, as children's participation often encouraged greater parent attendance and strengthened family engagement.

In addition, the school continued implementing curriculum, instructional practices, and schoolwide actions supported by ongoing professional learning focused on culturally responsive teaching. Staff development emphasized creating inclusive classrooms and fostering a school culture where all students and families feel valued, represented, and supported. These efforts contributed to building stronger relationships, improving belonging, and promoting equitable access to learning opportunities for all members of the school community.

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

There were no major differences between the intended implementation and budget and the strategies and 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.

During the 2026–2027 school year, the school will discontinue use of the Newsela Combination Package, which previously provided supplemental readings connected to science and social studies content. This change reflects the district's adoption of a new social studies curriculum that includes aligned instructional materials and reduces the need for additional supplemental text resources in this area.

To continue supporting literacy access and engagement with complex text, the school will implement Learning Ally as a supplemental resource for students. Learning Ally will provide students with access to high-quality, grade-level texts through audio-supported formats that strengthen comprehension, vocabulary development, and independent reading engagement. This resource will be particularly valuable in supporting students at home by increasing access to rigorous literacy experiences and ensuring that all learners can engage with complex text beyond the classroom setting.

GOAL 3 ANALYSIS

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

In 2025–2026, our wellness goal was to provide a safe, caring, nurturing, and culturally responsive environment for all students that supports the development of the whole child. To meet this goal, we implemented three key strategies focused on student wellness, reducing chronic absenteeism, and supporting students experiencing housing instability or foster youth status.

Our first strategy focused on implementing Multi-Tiered Systems of Support (MTSS) to promote student wellness. A 1.0 FTE Student Support TOSA was assigned to provide both individual and small-group wellness support, strengthening students' social-emotional skills and overall school engagement. The school also utilized district social workers to help remove barriers to learning and address factors impacting student well-being both inside and outside of school. These staff members actively participated in CARE team meetings, contributing expertise to support students of concern and guide appropriate interventions. In addition, the school implemented structured Student Study Team (SST) and 504 processes to ensure consistent systems for identifying and supporting student needs. District-provided professional development supported all staff, including administrators, counselors, teachers, and CARE team members, in strengthening their understanding of SST and 504 processes, as well as wellness-focused practices such as PBIS, restorative practices, and a progressive discipline framework.

The second strategy focused on expanding staff capacity through professional development in culturally responsive practices, including training on implicit bias. This district-supported learning helped staff strengthen their ability to implement MTSS structures effectively, particularly through CARE teams that oversee Tier 2 and Tier 3 academic, behavioral, and social-emotional supports. These teams also provide case management and coordinated support for students engaged in the SST process, ensuring timely and appropriate interventions aligned with student needs.

The school also implemented a comprehensive set of MTSS wellness practices, including PBIS, restorative practices, and a progressive discipline framework to support positive behavior and strong school culture. Students participated in four assemblies focused on life skills such as belonging, problem-solving, and community building through the Soul Shoppe program. In addition, fifth grade students were trained in the Peacemaker program, where they supported younger students in resolving playground conflicts and developing leadership skills.

The Student Support TOSA delivered weekly Second Step lessons in all classrooms to build students' awareness of emotions, thoughts, and behaviors, further strengthening social-emotional learning across grade levels. The school also introduced monthly cultural celebration assemblies designed to build community, affirm student identity, and reinforce shared values, including the importance of attendance and belonging. Together, these strategies contributed to a more supportive, inclusive, and responsive school environment for all students.

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

There were no major differences between the intended implementation and budget and the strategies and 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 made significant progress in the 2025–26 school year and will continue to refine our practices using the same strategies.

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	\$516,802.00

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 (\$)
Title IV	\$15,000.00

Subtotal of additional federal funds included for this school: \$15,000.00

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	\$356,672.00
Other	\$38,968.00
Site Lottery	\$3,029.00
Site Supplemental	\$51,533.00
Site Title 1	\$51,084.00
Site Title 1 Family Engagement	\$516.00

Subtotal of state or local funds included for this school: \$501,802.00

Total of federal, state, and/or local funds for this school: \$516,802.00

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	356,672.00
Other	38,968.00
Site Lottery	3,029.00
Site Supplemental	51,533.00
Site Title 1	51,084.00
Site Title 1 Family Engagement	516.00
Title IV	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	160,007.00
1000-1999: Certificated Personnel Salaries	195,861.00
2000-2999: Classified Personnel Salaries	18,500.00
4000-4999: Books And Supplies	24,503.00
5000-5999: Services And Other Operating Expenditures	87,931.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	District Central funding	160,007.00

1000-1999: Certificated Personnel Salaries	District Central funding	174,330.00
5000-5999: Services And Other Operating Expenditures	District Central funding	22,335.00
4000-4999: Books And Supplies	Other	2,968.00
5000-5999: Services And Other Operating Expenditures	Other	36,000.00
4000-4999: Books And Supplies	Site Lottery	3,029.00
2000-2999: Classified Personnel Salaries	Site Supplemental	18,500.00
4000-4999: Books And Supplies	Site Supplemental	3,953.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	29,080.00
1000-1999: Certificated Personnel Salaries	Site Title 1	11,531.00
4000-4999: Books And Supplies	Site Title 1	14,553.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title 1	25,000.00
5000-5999: Services And Other Operating Expenditures	Site Title 1 Family Engagement	516.00
1000-1999: Certificated Personnel Salaries	Title IV	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	312,779.00
Goal 2	35,416.00
Goal 3	168,607.00

School Site Council Membership

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

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

Name of Members	Role
Dale Rogers-Eilers	Principal
Laura Daly	Classroom Teacher
Kristy Griggs	Parent or Community Member
Erika Fowler	Other School Staff
Carrie Attel	Classroom Teacher
Hedeliza Fossaceca	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 April 30, 2026.

Attested:

	Principal, Dale Rogers-Eilers on 5/27/2026
	SSC Chairperson, Christie Griggs on 05/27/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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