



North
Shoreview
Montessori

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
North Shoreview Montessori School	41690396044978	June 8, 2026	June 25, 2026

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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

The following groups convened to review and update the SPSA:

December 29, 2025 - Instructional Leadership Team intervention needs/SPSA discussion
March 17, 2026- School Site Council - intervention needs/SPSA discussion
May 4, 2026 -SPSA review, planning in put School Site Council
May 18, 2026-School Site Council meeting SPSA discussion
June 2, 2026 - SPSA discussion staff meeting
June 8, 2026 - School Site Council SPSA discussion

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for North Shoreview Montessori 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	0.34%	%	%	1		
Asian	26.28%	25.23%	25.61%	77	82	84
Filipino	3.75%	3.69%	3.35%	11	12	11
Hispanic/Latino	22.18%	21.85%	21.95%	65	71	72
Pacific Islander	1.71%	1.85%	0.91%	5	6	3
White	30.38%	31.08%	31.71%	89	101	104
Multiple/No Response	15.02%	15.08%	14.94%	44	49	49
Total Enrollment				293	325	328

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	33		36
Grade 1	36		36
Grade 2	40		36
Grade3	37		36
Grade 4	33		38
Grade 5	31		33
Grade 6	30		30
Grade 7	30		30
Grade 8	23		29
Total Enrollment	293		328

Conclusions based on this data:

1. The school's demographic composition has remained stable over the past three years, with Asian, Hispanic/Latino, and White students continuing to represent the largest student groups. The school will continue implementing culturally responsive practices that support a diverse student population.

2. Overall enrollment has increased over the past three years, indicating continued demand for the school's Montessori program. The school will continue to ensure equitable access to academic, social-emotional, and enrichment opportunities for all students as enrollment grows.
3. Several student groups are represented by small numbers of students, making it important to monitor both quantitative and qualitative data to ensure all students experience belonging, engagement, and academic success.

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	24	26	27	9.6%	8.2%	8.2%
Fluent English Proficient (FEP)	58	52	46		19.8%	14.0%
Reclassified Fluent English Proficient (RFEP)			27	18.6%		22.22%

Conclusions based on this data:

1. English Learner enrollment has remained stable over the past three years. The number of English Learners increased slightly from 24 students in 2023-24 to 27 students in 2025-26. While overall enrollment has grown, the percentage of English Learners has remained relatively consistent at approximately 8–10% of the student population. This stability indicates an ongoing need for high-quality designated and integrated English Language Development (ELD) instruction to support students' language acquisition and academic achievement.
2. The number of Reclassified Fluent English Proficient (RFEP) students has increased over the past years. This positive trend suggests that language development supports are helping students achieve English proficiency and access grade-level curriculum. Continued monitoring of ELPAC results, academic performance, and reclassification rates will help ensure students remain on a successful path toward proficiency.
3. Multilingual learners remain an important student group whose success requires continued attention. Although the number of multilingual learners has decreased slightly over the past three years, this trend is partially attributable to increased reclassification rates since 2021-22. The school will continue to prioritize language development, academic discourse, culturally responsive instruction, and family engagement to ensure that current and former English Learners have equitable access to rigorous learning opportunities and continued academic success.

School and Student Performance Data

Data Indicators and Targets

<https://docs.google.com/spreadsheets/d/10XqNrQpqdQWW0SOcMkW9JCw5kU0MOLx2U9nFWcGwyek/edit?gid=116530015#gid=116530015>

Data Statements: Strength

1. 1: High achievement among many student groups: Several student groups continued to demonstrate strong academic achievement on the 2025 CAASPP. RFEF students maintained high levels of performance in both ELA (88.89%) and Mathematics (92.59%), while Hispanic/Latino students showed continued improvement in both subject areas.

2: Positive progress for multilingual learners: Multilingual learners demonstrated positive growth in multiple measures. English Learners doubled the percentage of students meeting or exceeding standards in Mathematics (15.38% to 30.77%), while ELPAC results showed an increase in students advancing at least one proficiency level or maintaining Level 4 (35.3% to 42.9%). The school also continues to see positive reclassification trends.

3: Improved attendance and engagement supports: Attendance outcomes improved across several student groups. Overall chronic absenteeism decreased from 5% to 4%, with particularly notable improvements among Native Hawaiian/Pacific Islander and socio-economically disadvantaged students.

Data Statements: Challenges

2. 1: English Learners: Despite positive growth in mathematics and ELPAC outcomes, English Learner achievement in ELA remains significantly below schoolwide performance. Continued emphasis on language development, literacy instruction, academic discourse, and writing across the curriculum will be needed to accelerate student achievement and increase reclassification rates.

2 Students with Disabilities: Students with disabilities continue to perform below schoolwide averages in both ELA and Mathematics. While achievement remains above 2023 levels in some areas, additional support is needed to ensure students have access to grade-level instruction, targeted interventions, and appropriate accommodations that promote academic growth.

3. School Climate and Engagement: School climate survey results indicate that some students, particularly in upper elementary grades, report lower levels of school connectedness, meaningful participation, and positive adult relationships. The school will continue to strengthen opportunities for student voice, engagement, belonging, and participation through social-emotional learning, restorative practices, and expanded arts programming.

Planning Statements

3. In 2026-27, North Shoreview Montessori will continue to strengthen instructional practices that support language development, literacy achievement, and equitable access to rigorous learning opportunities for all students, with particular attention to English Learners, students with disabilities, and students from socio-economically disadvantaged households.

To address identified needs in literacy and language acquisition, the school will expand implementation of Montessori for All: Reading Acceleration Pathways, a Montessori-aligned, research-based reading intervention program. After a successful pilot in two classrooms, the program will be implemented across all TK/K and grades 1/2 classrooms. The school will also continue providing targeted literacy intervention and instructional coaching through the Language and Literacy TOSA. In grades 3-6, students will have access to Lexia to support individualized reading development and strengthen foundational literacy skills.

North Shoreview Montessori will continue utilizing a Teacher on Special Assignment (TOSA) to support the implementation of Montessori mathematics, instructional best practices, and professional learning for staff. The TOSA will provide coaching, classroom support, and professional development designed to strengthen instruction

and improve outcomes for all students. Magnet funds will continue to support Montessori instructional materials and training, particularly for teachers who are new to Montessori education.

To support English Learners, teachers will continue implementing research-based instructional strategies that promote language development, academic discourse, reading comprehension, and writing across content areas. Designated and Integrated ELD practices will remain a schoolwide focus, and student progress will be monitored through classroom data, ELPAC results, and reclassification rates.

The school will continue to monitor attendance and partner with families to address chronic absenteeism through proactive communication, individualized support, and collaboration with special education teams when appropriate.

To strengthen student engagement, belonging, and school connectedness, North Shoreview Montessori will expand opportunities in the visual and performing arts. Students will participate in a new middle school instrumental music program, a schoolwide Fundamentals of Theater course, and spring musical productions for both younger and older students. These programs are designed to increase meaningful participation, foster collaboration and self-expression, and provide students with additional opportunities to develop confidence, creativity, and a sense of community.

SPSA Goals and Strategies

Goal 1

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Continue to implement Units of Study (Lucy Caulkins) K-8, including the companion phonics program in TK/K.	District-provided curriculum.	4000-4999: Books And Supplies District Central funding	
MTSS, Tier 1 & 2: Implement Montessori for All: Reading Acceleration Pathways in all TK/K and grades 1/2 classrooms to strengthen foundational literacy instruction through a Montessori-aligned, research-based approach.	Montessori reading intervention curriculum	4000-4999: Books And Supplies Site Supplemental	3000
MTSS, Tier 1 & 2: Implement Lexia in grades 3-6 to provide individualized literacy support and targeted intervention in reading, vocabulary, and language comprehension.	Lexia intervention program access	1000-1999: Certificated Personnel Salaries Site Supplemental	5,361
MTSS, Tier 1 & 2: Continue support from the Language and Literacy ToSA to provide instructional coaching, model lessons, intervention support, and progress monitoring for students performing below grade level.	District-provided .5 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	75,291
MTSS, Tier 1: Continue implementation of Designated and Integrated English Language Development (ELD) strategies across all classrooms to support language acquisition, academic discourse, reading comprehension, and writing.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement literacy data cycles through grade-level collaboration, site leadership meetings, and intervention planning to monitor progress and adjust instruction.	District-provided materials and resources		

MTTS, Tier 1 & 2: Implement literacy and keyboarding program for students in grades TK/K through grade 5	Site-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	1000
MTSS, Tier 2: Continue academic support opportunities for students identified through academic data, including English Learners, students with disabilities, and students from socio-economically disadvantaged households.	District-provided materials and resources, as well as Lexia and Reading Pathways interventions cited above		
STRATEGY: Mathematics			
MTSS, Tier 1: Expand and refine implementation of Montessori mathematics instruction across TK-8 by strengthening alignment between Montessori materials, conceptual mathematical understanding, and district learning standards.	Montessori-aligned materials and resources, supplemented by district provided materials and resources		
MTSS, Tier 1: Continue to implement, strengthen and align with Montessori foundational curriculum the district-provided math curriculum in 6th-8th grades.	District-provided materials and resources		
MTSS, Tier 1: Provide ongoing professional development, coaching, and collaborative planning opportunities focused on implementing Montessori mathematics with greater fidelity and effectiveness.	Montessori resources		
MTSS, Tier 1 & 2: Utilize the Montessori coach/ToSA to support classroom implementation, model lessons, instructional coaching, curriculum alignment, and analysis of student mathematics data.	District provided 0.6 ToSA	1000-1999: Certificated Personnel Salaries District Central funding	96,969
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue mathematics data cycles and targeted intervention supports to address identified student needs and accelerate achievement growth.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms targeting specifically student groups	District-provided materials and resources		

identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.			
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of Montessori life science, Montessori cultural studies, TWIG Science, OpenSciEd, and hands-on inquiry experiences aligned with district standards.	District-provided and site-provided materials and resources		
MTSS, Tier 1: Expand opportunities for Montessori-based project-based learning, engineering, and STEM experiences through both Montessori and district resources, including LEGO Education modules	District-provided materials and resources, .5 CCE teacher	1000-1999: Certificated Personnel Salaries District Central funding	75,000
STRATEGY: Expand Visual and Performing Arts Programming			
Reestablish Art in Action for grades TK-8 as part of a comprehensive visual and performing arts program. Art in Action will provide standards-aligned visual arts instruction, increase opportunities for family and community involvement, and complement the school's expanded music, theater, and performance offerings.	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures Other	15,675
Launch a new middle school instrumental music program to develop musicianship, performance skills, collaboration, discipline, and artistic literacy. Continue implementation of grades 1-5 music instruction through Music for Minors.	Music program, music for minors	5800: Professional/Consulting Services And Operating Expenditures District Central funding	34,695
see above	see above	5800: Professional/Consulting Services And Operating Expenditures Other	1,015
Continue implementation of steel drum instruction for 7th and 8th grade students.	materials and resources	5800: Professional/Consulting Services And Operating Expenditures Other	9,000
Develop a Montessori-aligned music program in TK/K through implementation of the Montessori Bells curriculum and teacher-led music instruction, providing students with a strong foundation in pitch, rhythm, movement, listening, and musical expression, continuing these opportunities into grades 1-2.	Site provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures Other	19,456

Implement a middle school elective and elementary schoolwide Fundamentals of Theater program and annual musical productions to strengthen communication, reading fluency, oral language, public speaking, creativity, and collaboration.	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	36,000
STRATEGY: Montessori Professional Learning			
MTSS Tier 1: Expand staff capacity through Montessori professional development and coaching to strengthen fidelity of Montessori implementation across all grade levels.	District-provided resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	100,000
MTSS Tier 1: Support three middle school teachers as they begin a two-year Montessori Adolescent Program training, strengthening alignment between Montessori philosophy, adolescent development, and classroom practice.	Site-provided resources		
MTSS Tier 1: Utilize the Montessori coach / ToSA and ongoing professional learning opportunities to deepen implementation of Montessori mathematics and culturally responsive instructional practices.	District-provided coach/ToSA		

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for all students by prioritizing access, inclusion, culturally responsive practices, and equitable participation in high-quality Montessori education.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Family Engagement			
Strengthen partnerships with families through multilingual communication, family education events, conferences, coffee chats, and opportunities for shared decision-making.			
Teacher Extra Duty: Family Engagement, Montessori Education, and Equity Initiatives. Provide teacher extra-duty opportunities outside the contracted day to support family engagement activities, Montessori Family Education events, multilingual family outreach, equity-focused planning, professional learning, and initiatives that increase access, inclusion, and equitable participation in high-quality Montessori education for all students and families.		1000-1999: Certificated Personnel Salaries Site Supplemental	3,232
Expand opportunities for family participation through programs such as Art in Action, school performances, community events, and volunteer partnerships.	District-provided resources		
Utilize family feedback to inform school improvement efforts and strengthen school-home connections.	District-provided resources		
STRATEGY: Responsive" Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Provide professional development and coaching to strengthen instructional strategies that support multilingual learners' access to			

grade-level content and Montessori materials.			
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		
Maintain active participation in Montessori professional organizations and networks to support continuous program improvement and implementation of best practices.	site allocated funds to pay for membership as well as consultants to improve Montessori practices	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	4,000
Provide Montessori instructional materials and resources to support high-quality implementation across all classrooms.	Site provided books and materials	4000-4999: Books And Supplies Site Magnet	13,300
Strengthen implementation of Montessori practices that ensure equitable access for students with disabilities, multilingual learners, and students from historically underserved groups.	District and site-provided resources		
Provide Montessori professional learning resources for teachers, paraprofessionals, substitute teachers, and families to strengthen understanding of Montessori philosophy, instructional practices, child development, and schoolwide program alignment.	Site-provided resources		

SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	135,377
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 summer and school-year professional development in -how to implement SST and 504 processes; and in -wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
Teacher Extra Duty: School Climate, Student Leadership, and Community Building. Provide teacher extra-duty opportunities outside the contracted day to design and facilitate schoolwide community-building activities, student leadership opportunities, visual and performing arts programs, assemblies, Friday Morning Gatherings, family events, restorative practices, and other initiatives that strengthen student belonging, positive adult relationships, meaningful participation, school connectedness, and overall wellness.	Teacher timecards	1000-1999: Certificated Personnel Salaries Site Supplemental	3,232
MTSS, Tier 1: Support all staff, administrators, counselors, and	District-provided materials and resources		

teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.			
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-provided materials and resources		
MTSS, Tier 1: Visual and performing arts assemblies offering to all students to enhance their cultural understanding of the world.	Assemblies	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	1,700
FAMILY ENGAGEMENT/COMMUNITY BUILDING: MTSS Tier 1: Continue to strengthen schoolwide community-building experiences including Friday Morning Gatherings, student performances, family events, and leadership opportunities that strengthen student connectedness, school pride, and positive relationships among students, staff, and families.			
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 2: On a quarterly basis, Care Team members, in collaboration as needed 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-based interventions		
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).			
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these	site-based interventions		

specific students and identify/monitor the actions taken to reduce their chronic absenteeism.			
WELLNESS THROUGH ARTS: Increase opportunities for meaningful student participation, leadership, and student voice through performing arts, service learning, assemblies, student leadership activities, and collaborative schoolwide events.			
VISUAL AND PERFORMING ARTS: MTSS Tier 1: Expand visual and performing arts opportunities to strengthen student engagement, belonging, creativity, self-expression, and meaningful participation. Programs will include Art in Action, Montessori Bells instruction in TK/K classrooms, supplemental music experiences in grades 1-2, a new middle school instrumental music program, a Fundamentals of Theater course, and annual musical productions for elementary and middle school students.			

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.

North Shoreview Montessori continued implementation of literacy and mathematics supports, including after-school intervention opportunities, literacy coaching, Montessori mathematics coaching, and instructional data cycles. Students identified as needing additional support received targeted intervention through both classroom-based and extended-day programs. Staff continued collaboration with district ToSAs and site leadership to analyze student performance data and adjust instruction accordingly.

Overall, the strategies were partially effective. While overall CAASPP performance declined slightly in both ELA and Mathematics, several student groups demonstrated positive growth. English Learners showed significant growth in Mathematics, Hispanic/Latino students improved in both ELA and Mathematics, and RFEP students continued to perform at high levels. These results suggest that targeted supports are benefiting some student groups while additional work is needed to accelerate literacy achievement, particularly for English Learners and students with disabilities.

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

Most strategies were implemented as planned. Staffing changes and resource availability impacted some intervention efforts, requiring adjustments to the delivery of supports throughout the year.

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.

Based on the data, the school will strengthen its focus on literacy development and language acquisition. New actions include expansion of Montessori for All: Reading Acceleration Pathways to all TK/K and grades 1/2 classrooms, implementation of Lexia in grades 3-6, continued emphasis on Designated and Integrated ELD practices, and enhanced professional development focused on Montessori mathematics implementation. These changes are reflected in Goal 1 strategies related to Language & Literacy and Mathematics.

GOAL 2 ANALYSIS

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

North Shoreview Montessori continued implementation of family engagement activities, Montessori professional learning, culturally responsive practices, and support for multilingual learners. Family engagement opportunities, including ELAC meetings and family events, provided valuable opportunities for collaboration and feedback. The school continued investing in Montessori materials and professional development to strengthen consistency and access across classrooms.

Overall, these strategies were effective in supporting equitable access to Montessori education and strengthening family partnerships. English Learner progress on ELPAC measures and positive reclassification trends suggest that multilingual learners continue to make progress toward English

proficiency. Continued family participation and feedback helped inform school improvement efforts and strengthen the home-school connection.

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

Some budgeted professional learning and intervention funds were utilized differently than originally anticipated based on implementation needs. For example, unused tutoring funds were redirected to Montessori professional learning resources through the National Center for Montessori in the Public Sector (NCMPS), including training modules designed to support paraprofessionals, substitute teachers, and family education efforts. This adjustment strengthened the school's capacity to provide consistent Montessori practices and family engagement opportunities.

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

The school will expand family engagement efforts through a monthly Montessori Family Education series designed to help families better understand Montessori philosophy, child development, literacy, mathematics, and ways to support learning at home. Additional emphasis will be placed on supporting multilingual learners through schoolwide ELD practices and continued Montessori professional development, including Montessori adolescent training for middle school staff. These changes are reflected in Goal 2 strategies related to Family and Community Engagement, Multilingual Learner Success, and Montessori Professional Learning.

GOAL 3 ANALYSIS

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

North Shoreview Montessori continued implementation of counseling services, CARE Team processes, SST and 504 supports, restorative practices, and attendance interventions. Staff regularly monitored student wellness, attendance, and behavioral data to identify students requiring additional support. The school also continued efforts to foster a positive school climate through community-building activities and schoolwide events.

Overall, these strategies were effective. Chronic absenteeism decreased for the school overall and improved for several student groups. Students continued to have access to counseling and wellness supports, and school climate data identified both strengths and areas for continued growth. While many students reported positive experiences at school, survey results indicated a need to strengthen meaningful participation, connectedness, and positive adult relationships for some grade levels.

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

No major differences occurred in the implementation of wellness supports. Some activities evolved throughout the year in response to student needs and school climate data.

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.

To strengthen student engagement, belonging, and meaningful participation, the school will expand visual and performing arts opportunities through implementation of Art in Action, Montessori Bells instruction in TK/K classrooms, a new middle school instrumental music program, a schoolwide Fundamentals of Theater course, and annual musical productions. Additional support will be

provided for community-building activities, student leadership opportunities, Friday Morning Gatherings, and family engagement events. These changes are reflected in Goal 3 strategies related to school climate, student connection, and enrichment.

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$633,303.00

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	\$553,332.00
Other	\$45,146.00
Site Magnet	\$20,000.00
Site Supplemental	\$14,825.00

Subtotal of state or local funds included for this school: \$633,303.00

Total of federal, state, and/or local funds for this school: \$633,303.00

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	553,332.00
Other	45,146.00
Site Magnet	20,000.00
Site Supplemental	14,825.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	394,462.00
4000-4999: Books And Supplies	16,300.00
5800: Professional/Consulting Services And Operating Expenditures	222,541.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	District Central funding	382,637.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	170,695.00
5800: Professional/Consulting Services And Operating Expenditures	Other	45,146.00
4000-4999: Books And Supplies	Site Magnet	13,300.00
5800: Professional/Consulting Services And Operating Expenditures	Site Magnet	6,700.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	11,825.00

4000-4999: Books And Supplies

Site Supplemental

3,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

472,462.00

Goal 2

20,532.00

Goal 3

140,309.00

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
- 4 Parent or Community Members

Name of Members	Role
Lisa Holewa	Principal
Tina Ghanem	Parent or Community Member
Salena Paul	Parent or Community Member
Dino Chen	Parent or Community Member
Leslie McMahon	Classroom Teacher
Beryl Tang	Other School Staff
Valery Escate	Parent or Community Member
	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 8, 2026.

Attested:

	Principal, Lisa Holewa on 6-8-26
	SSC Chairperson, Tina Ghanem on 6-8-26

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/>

Developed by the California Department of Education, January 2019