



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
Parkside Montessori	41690396044994	June 8th, 2026	June 26, 2025

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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

Parkside School Site Council Meetings - 10/6, 11/10, 1/26, 4/13, 6/8

Parkside PTA Meetings - 8/21, 10/31, 1/29, 3/19, 5/27

Principal Townhalls: 10/15, 11/12, 1/21, 2/18, 3/25, 5/13

National Center for Montessori Parent Education/Report Debrief: 4/30

Parkside Leadership Staff Meetings: 9/11, 10/29, 12/3, 1/25, 2/25, 3/11, 4/29

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Parkside Montessori. 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	1.91%	1.67%	1.17%	8	7	5
Asian	23.15%	24.64%	26.81%	97	103	115
Filipino	4.30%	4.55%	3.96%	18	19	17
Hispanic/Latino	21.48%	20.57%	19.81%	90	86	85
Pacific Islander	1.19%	0.48%	0.70%	5	2	3
White	35.08%	34.69%	33.10%	147	145	142
Multiple/No Response	10.74%	10.77%	11.42%	45	45	49
Total Enrollment				419	418	429

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		44	50
Kindergarten	51		55
Grade 1	52		52
Grade 2	48		47
Grade3	44		46
Grade 4	47		43
Grade 5	49		43
Grade 6	30		34
Grade 7	22		34
Grade 8	27		25
Total Enrollment	419		429

Conclusions based on this data:

- Parkside's total student enrollment has gradually increased as we have expanded our program from a TK-5 to a PreK-8 Program. We are a program of about 450 students

now, and that will be a steady state for our school. This number does not include our Pre-K (~20)

- Parkside is a diverse campus -with four sub-groups of 10% or more representing our student body across: Hispanic/Latino, White, Asian, Multiple/No Response

2.

- Continue to re-evaluate our staffing needs and partner with the district to ensure that our expansion happens responsibly with carefully planned staffing additions.
- In the 26-27 school year we are expanding to a 3rd Adolescent Classroom (7th/8th grade).
- We need to partner with the school district to evaluate the needs for a second school counselor and additional PE staffing to support our TK-8 model.

3.

- As Parkside's Montessori program has improved with increased fidelity, we have seen an increase in our demand/waitlist for incoming TK/K families
- When we evaluate our attrition, over 80% of our student attrition (as reported in exit questions with families) comes as a result of families moving out of the area, no longer attending SMFCSD schools, attending private school or transitioning in 6th grade to go to a traditional middle school. Less than 10% of our current attrition has come from students that leave our school to attend other SMFCSD schools, and this most commonly happens in the transition from 5th to 6th grade when child or parent want a more traditional experience to prepare for high school.

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	36	32	29	10.7%	8.6%	6.8%
Fluent English Proficient (FEP)	67	62	69		16.0%	16.1%
Reclassified Fluent English Proficient (RFEP)			5	15.2%		16.67%

Conclusions based on this data:

1. Parkside is seeing a gradual decrease in our % of enrolled English Learners - not sure if this is due to student reclassification or a change in population served.
2. We saw a slight increase in our RFEP % from 21-22 to 22-23, the data for 23-24 and 24-25 is not included to analyze.
3. Parkside's highest percentage of English Learners are in our SDC program. More attention and support need to be given to support reclassification of students in our SDC programs.

School and Student Performance Data

Data Indicators and Targets

https://docs.google.com/spreadsheets/d/1SKwjslU_W542eTk67c7vrHO1pOpD1eYmGhZgxpl3_Ms/edit?usp=sharing

Data Statements: Strength

1. In literacy on CAASPP:
-70.28% of all students met/exceeded the standard, +1.12% from the previous year
 - RFEF increased from 67.86% to 85.72%In math on CAASPP:
 - Hispanic/Latino increased from 34.78% to 46.51%
 - RFEF increased from 66.67% to 67.86%
 - Special Education increased from 15.38% to 16.00%CHKS
79% of 3rd-8th graders Feel Connected to School (Average percent of students rating Strongly Agree/Agree)
In Chronic Absence
 - All Students - 7% chronic absence as of 4/15/26
 - Homeless youth decreased from 33% to 20%

Data Statements: Challenges

2. In literacy on CAASPP:
Socio-Economically Disadvantaged decreased performance from 62.00% to 55.55%
Special Education decreased performance from 26.92 to 20%
Hispanic/Latino decreased performance from 54.35% to 51.17%
In math on CAASPP:
 - All students' data had a slight decrease from 61.97% to 59.91%
 - Socio-economically disadvantaged decreased from 44% to 36.11%In Science on CAST
5th+8th grade scores decreased from 66.67% to 57.14%
On ELPAC:
ELPI growth decreased from 34.80% to 29.40%
CHKS
-On average, 37.83% of 3rd-8th graders reported Meaningful Participation in School (Average percent of students rating Pretty/Very Much True)
In Chronic Absence Rates:
English learners increased from 19% to 31%
Hispanic/Latino 9.00% to 15%
Special Education increased from 24% to 35%

Planning Statements

3. Our data indicates sustained areas of growth/improvement in ELA CAASPP and Chronic Absence reduction.

In 26-27, in ELA: we will continue utilizing Lexia as a Tier 2 program in 4th-8th grade and hosting an after-school intervention for students who did not meet the standards on the end of the year state test.

In Early literacy, we will continue to use our Montessori Pathway Tier 2 program and our 6-week data monitoring.

In 26-27, in Chronic Absence, we will continue to monitor our data and outreach to raise awareness about chronic absence and host support meetings for families who are not demonstrating improvement with awareness alone.

In 26-27, our instructional focus area will be to continue to deepen our understanding as a staff about the alignment of Montessori math with the standards. To ensure practical application to support students in demonstrating their knowledge in multiple ways. We will also be piloting a new district math assessment, and will dedicate time to ensuring that data is actionable for re-engagement with students.

We will dedicate PD time to math, and if the district does not continue to pay for STmath, we will purchase the program to provide supplemental support to students.

In 26-27, we will continue working with staff with a focus on EL reclassification. In 25-26, we piloted extra staff providing language development intervention to our students who had not yet been reclassified. We will use the data from 25-26 to evaluate the effectiveness of this effort and overall impact on students and make tweaks as needed.

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 • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham aligned literacy curricula for core instruction in grades PreK-3, Phonetic Scope and Sequence, Hands on Materials like the Moveable Alphabet and Sandpaper Letters, and Waseca).	District provided		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs/Montessori ToSA to support foundational literacy (Montessori Pathway is Tier 2).	District Provided	1000-1999: Certificated Personnel Salaries District Central funding	95370
MTSS, Tier 2: Implement Montessori for All Reading Pathway for K-3rd grade students performing behind grade level	District provided		
MTSS, Tier 2: Engage in 6-8 week data cycles, monitoring student growth on the Montessori Pathway Assessments. Cross reference with district early literacy assessments. Engage in COST/SST cycles for students demonstrating stagnation and concern	District-provided resource.		
MTSS, Tier 1 & 2: Pilot Montessori for All Writing Curriculum to supplement Writer's Workshop. Focus on shared writing for 1st grade and CAASPP Aligned rigor for 2nd/3rd graders.	Montessori for All Writing Curriculum Supplement	4000-4999: Books And Supplies Site Lottery	1470
MTSS, Tier 1: Training for teachers to implement Montessori for All Writing Albums	Montessori for all Writing Curriculum Training	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	750
MTSS, Tier 1: Training for teachers to implement Montessori for All Writing Albums	Montessori for all Writing Curriculum Training	5800: Professional/Consulting Services And	210

		Operating Expenditures Site Magnet	
MTSS, Tier 2: Use Lexia Online Program for 4th-8th graders who Nearly Met or Did not Meet standards on CAASSPP	Online subscription Instructional Materials	5800: Professional/Consulting Services And Operating Expenditures Site Lottery	3049
MTSS, Tier 2: Host after-school Lexia Reading Boost Program for 4th grade students who scores not met or nearly met on their CAASPP in ELA. Extra support to bridge from Lower EI to Upper EI	After hours timecard for certificated staff	1000-1999: Certificated Personnel Salaries Site Magnet	5032
MTSS, Tier 1 & 2: Launch MClass Dibels Literacy Assessments in K-5. Engage in data cycles to identify target students and develop growth plans	District-provided materials and resources		
MTSS, Tier 1 & 2: Launch new district-adopted middle school ELA assessment in 6-8. Engage in data cycles to identify target students and develop growth plans.	District-provided materials and resources		
MTSS, Tier 1 & 2: Teachers providing designated and integrated ELD instruction for students identified as English learners.	District-provided, Montessori aligned curriculum.		
MTSS, Tier 1: Pilot Implement the IAB assessments for writing in 3rd grade	Professional Development Focus		
MTSS, Tier 1 and 2: Implement Summit K12 with 4th-8th graders, approx 45-60 minutes a week	District provided additional curriculum		
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of Montessori math curricula	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all 1st-8th grade students.	Online Subscription Instructional Materials	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	3029
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all 1st-8th grade students.	Online Subscription Instructional Materials	5800: Professional/Consulting Services And Operating Expenditures Site Lottery	1071
MTSS, Tier 1: Support teachers to implement math talks to increase vocabulary understanding and application of math concepts	Professional Development Focus		
MTSS, Tier 1 & 2: Launch new district MClass Math assessments in K-8th grade. Engage in data	District-provided resource.		

cycles to identify target students and develop growth plans.			
MTSS, Tier 2: Launch a Math Boost for Upper Elementary students needing additional time to master math concepts	Timecard for Staff	1000-1999: Certificated Personnel Salaries Site Supplemental	7341
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum through 6th grade and Open Ed Sci in 7th/8th	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education, with considerations for the Montessori setting	District-provided materials and resources		
STRATEGY: Implementation of Montessori Academic Program			
Assign a Montessori ToSAs to support PreK to 8th grade teacher support and program quality improvements. Montessori coach to ensure quality control of Parkside's program through Montessori teacher training, coaching, program alignment and cohesion	PTA funded 0.3 FTE	1000-1999: Certificated Personnel Salaries Site PTA	62,082
Keep staff and community engaged in the latest from the American Montessori Society through the benefits as a Member School	Annual Membership in the American Montessori Society	5000-5999: Services And Other Operating Expenditures Site Magnet	2,835
Montessori Leadership Team to work on developing and implementing Parkside's Montessori Strategic Plan and program improvements based on feedback from National Center for Montessori in Public Schools	Teacher extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	3305
Montessori Staff Curriculum Alignment with Common Core Standards and the National Montessori Feedback for program improvement	Teacher extra time	1000-1999: Certificated Personnel Salaries Site Magnet	11113
STRATEGY: Implement Visual and Performing Arts Programming			
Music Programming: Myriad Music	Consultant Contract, VAPA/Electives	5800: Professional/Consulting Services And Operating Expenditures District Central funding	59377.75
Music Programming: Myriad Music	Consultant Contract, Prop 28	5800: Professional/Consulting Services And Operating Expenditures District Central funding	48126.25
Arts Programming: Art in Action	Books and Supplies, Prop 28	4000-4999: Books And Supplies District Central funding	9754.66

Arts Materials	Art Materials	4000-4999: Books And Supplies District Central funding	242.09
Arts Materials	Art Materials	4000-4999: Books And Supplies District Central funding	5311.25
Arts 4 Schools 7th/8th	Consultant Contract,	5800: Professional/Consulti ng Services And Operating Expenditures District Central funding	4500

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			
Incoming TK/K Welcome Event in February and Incoming TK/K school visit in May. Two Early Literacy Nights and Two Montessori Silent Journey Parent Education Nights	Teacher Timecards	1000-1999: Certificated Personnel Salaries Site Supplemental	740
Host monthly principal townhalls - an opportunity to hear updates about the school and answer community questions	No specific expenses		
Teachers send home classroom monthly newsletters to inform families of what the children will learn in class that month and provide general updates and reminders	No specific expenses		
Back to School Night hosted during the first two weeks of school and Open House hosted in the last two months of school - opportunities for parents to come onto campus to engage with students and staff.	No specific expenses		
Parent/Teacher report card conferences hosted prior to the first report card trimester and second report card trimester - a chance to get an update from the teacher on the child's performance and for families to ask questions.	No specific expenses		
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	District Central funding	
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources	District Central funding	

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	District Central funding	
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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 Other	120,000
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		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		

MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play” (Playworks, etc.), so that students experience safe play and build physical, mental and social/emotional health.	District-provided resources		
MTSS 2, 3: Designated staff members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional “Hop/Skip/Drive” transportation, pantry & clothing closets).	District-provided Resources		
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	Site-identified staff responsibilities		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead review attendance data and engage families with outreach and education when students are at risk of being chronically absent. Aim to identify the potential root causes of their chronic absenteeism and offer support	Site-identified staff responsibilities		
MTSS Tier 1, 2, 3 All Students with a focus on English Learners, Hispanic Students, Students with Disabilities, and Socio-Economically Disadvantaged students. Designated staff will launch an attendance team and will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	Site-identified staff responsibilities		
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): 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	Site-identified staff responsibilities		

identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Counselor 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 responsibilities		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/expansion of attendance rewards & recognition activities.	Site identified staff responsibilities		
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 responsibilities		
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent	Site-identified staff responsibilities		
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx: Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc	Site-identified staff responsibilities		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets)	Site-identified staff responsibilities		

MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff responsibilities		
STRATEGY: Reducing Suspensions			
MTSS Tier 1, 2, 3 SWD: Designated staff and Care Team members will track suspensions for Students with Disabilities and recommend supports and interventions to reduce suspensions.	Site-identified staff responsibilities		

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.

Goal 1 is related to our student outcomes and is divided into two focus areas, Language/Literacy and Math.

Here are the main areas of strategy we will continue or will adjust:

Language and Literacy:

K-2:

- Implement Orton-Gillingham-aligned literacy supplemental curricula for core instruction in grades K-2 (Montessori Phonetic Scope and Sequence, Hands-on Materials like the Moveable Alphabet and Sandpaper Letters, and Waseca - and using the Montessori Pathways for Tier 2).

--> Our 0.5 FTE L+L TOSA will monitor the implementation of our early literacy program and support our 6-week cycle meetings using our Pathway data.

Analysis - Parkside continues to see strong K-2 Literacy outcomes. We credit our implementation of the Montessori Pathway Tier 2 program and our internal 6-week data cycles to monitor student growth.

--> Next year, we will launch the implementation of the DIBELS Literacy Assessment K-5, and spend the year learning about how to use that data to drive our instruction

3rd Grade

A focus for next year will be working with our Lower Elementary team to bridge the gap from learning to read to reading to learn. We are seeing data trends in NWEA and CAASPP that indicate more work is needed in building stronger reading comprehension.

--> Our 0.5 FTE L+L TOSA will work with our Lower Elementary team to evaluate the effectiveness of our Reader's Workshop Literacy Model and explore

Analysis - Our 3rd-grade team spends the year really working to understand the level of Rigor for the CAASPP, both in reading and writing. By giving NWEA assessments and adding in CAASPP Interim assessments, our teachers and students had a variety of opportunities to engage with the level of rigor of the CAASPP.

--> Next year we will implement the Montessori Writing Albums to support building greater cohesion and rigor in our writing

--> We will also pilot the Interim Writing Assessments, which come with rubrics and teacher training around scoring that will be good professional development to align our rigor

3rd-8th Grade

A focus for next year will be working with our 1st-8th-grade team to evaluate our designated ELD

approach and strategies. We are seeing some stagnation in our EL growth and need to evaluate our approach and determine next steps

---> Our 0.5 FTE L+L TOSA will work with the EL Department and our teams on bridging the district signature strategies into our Montessori classrooms

--> Will continue our pilot of using Lexia's reading program as a support for Tier 2 intervention for our 4th-8th graders. The only modules, coupled with the lessons that are flagged for teachers to deliver for the students, provide a hybrid approach to Tier 2 instruction that is teacher-friendly, standards-based, and fit the Montessori approach of small group strategy mini-lessons.

-->Will continue our after-school LEXIA boost program for 3rd graders who did not meet standards on NWEA and end-of-the-year CAASPP

Analysis - Our site continues to work to blend the signature strategies with our Montessori practices. Special attention continues to be needed in our traditional SDC classrooms, both of which have a higher percentage of our English Learners. We will need additional support for our students in SDC who are MLL

Our after-school LEXIA boost program was a success this year in terms of implementation and focused time for student work. We are awaiting the CAASPP results to confirm if the work helped move students.

Math:

Continue implementing the Montessori math curricula alongside the Mars/Performance Tasks.

Continue the Implementation of ST Math as an at-home math resource for all 1st- 8th graders.

--> Explore Parent Education, as an increasing number of families express frustration with STmath because they do not understand the program

-->Explore Para-Educator support for students needing additional time or support with STmath

Analysis- This year we spent some time focusing on number talks as an opportunity to help build math vocabulary to support the application of Montessori Math on more traditional math assessments. This will continue to be a focus for our program next year and an area we want to develop into a strength.

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

Goal 1 is related to our student outcomes and is broken into two focus areas, Language/Literacy and Math.

Language and Literacy:

L+L Tosa

Montessori Pathway Program

Lexia

Lexia Boost After School Program

Math:
Implement Montessori Math
Mars Performance Tasks
Supplement with STmath

Analysis - no discrepancy, programs were implemented as designed

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.

Parkside will continue to implement the district's strategic plans, modifying the approaches as needed to align with Montessori implementation.

GOAL 2 ANALYSIS

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

Family Engagement

Montessori Parent Education Events hosted several times throughout the year

Host monthly principal townhalls - an opportunity to hear updates about the school and answer community questions

Early Literacy Focused Parent Education Series

Montessori "Silent Journey" hosted twice during the school year

Teachers send home classroom monthly newsletters to inform families of what the children will learn in class that month and provide general updates and reminders

Back to School Night hosted during the first two weeks of school and Open House is hosted in the last two months of school - opportunities for parents to come onto campus to engage with students and staff

Parent/Teacher report card conferences for the first report card trimester and second report card trimester - a chance to get an update from the teacher on the child's performance and for families to ask questions.

Onboarding TK/K Parents through a welcome event in February, Playdates throughout the spring to build socialization and a Spring campus visit for parents and students

Analysis - Parkside continues to have a strength in Parent Engagement and Partnership. In addition to our PTA offerings and communication, the school implemented all of our designed programs and strategies for parent engagement.

Responsive Curriculum

Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.

Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.

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.

Analysis- All programs implemented as designed

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

Family Engagement

Analysis - All strategies were implemented as planned, with an increase in parent education offerings

Responsive Curriculum

Analysis - All strategies were implemented as planned

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.

Parkside will continue to implement the district's strategic plans, modifying the approaches as needed to align with Montessori implementation.

GOAL 3 ANALYSIS

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

MTSS Wellness

Tier 1

Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.

--> Implemented as planned

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.

--> Implemented as planned

Analysis - all plans implemented as designed

Tier 1 & 2

Assign 1.0 FTE of Counselors to provide individual and group wellness support.

--> Implemented as planned

Implement Student Study Team (SST) and 504 structures and tools.

--> Implemented as planned

All Students with a focus on English Learners, Hispanic Students, Students with Disabilities, and socio-economically disadvantaged students.

--> Implemented as planned

Designated staff will launch an attendance team and will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).

--> Adjusted implementation - attendance team was waiting for district tools and support.

Implement Multi-Tiered Systems of Support wellness strategies, including PBIS, restorative practices, and progressive discipline framework.

--> Implemented as planned

Analysis - all plans implemented as designed

Tier 2 & 3

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.

--> Implemented as planned

Designated staff members will attend district training and then implement district-recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).

--> Implemented as planned

Analysis - all plans implemented as designed

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

MTSS Wellness

Tier 1

Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.

--> Implemented as planned

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.

--> Implemented as planned

Tier 1 & 2

Assign 1.0 FTE of Counselors to provide individual and group wellness support.

--> Implemented as planned

Implement Student Study Team (SST) and 504 structures and tools.

--> Implemented as planned

All Students with a focus on English Learners, Hispanic Students, Students with Disabilities, and socio-economically disadvantaged students.

--> Implemented as planned

Designated staff will launch an attendance team and will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).

--> Implemented as planned

Implement Multi-Tiered Systems of Support wellness strategies, including PBIS, restorative practices, and progressive discipline framework.

--> Implemented as planned

Tier 2 & 3

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.

--> Implemented as planned

Designated staff members will attend district training and then implement district-recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes, and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).

--> Implemented as planned

Analysis - All plans implemented as designed

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.

Parkside will continue to implement the district's strategic plans, modifying the approaches as needed to align with Montessori implementation.

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	\$416,443.75

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	\$212,870.75
Other	\$120,000.00
Site Lottery	\$5,590.00
Site Magnet	\$8,827.00
Site PTA	\$62,082.00
Site Supplemental	\$7,074.00

Subtotal of state or local funds included for this school: \$416,443.75

Total of federal, state, and/or local funds for this school: \$416,443.75

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	212,870.75
Other	120,000.00
Site Lottery	5,590.00
Site Magnet	8,827.00
Site PTA	62,082.00
Site Supplemental	7,074.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	286,529.00
4000-4999: Books And Supplies	11,466.75
5000-5999: Services And Other Operating Expenditures	2,835.00
5800: Professional/Consulting Services And Operating Expenditures	115,613.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	95,370.00
4000-4999: Books And Supplies	District Central funding	9,996.75
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	107,504.00
1000-1999: Certificated Personnel Salaries	Other	120,000.00

4000-4999: Books And Supplies	Site Lottery	1,470.00
5800: Professional/Consulting Services And Operating Expenditures	Site Lottery	4,120.00
1000-1999: Certificated Personnel Salaries	Site Magnet	5,032.00
5000-5999: Services And Other Operating Expenditures	Site Magnet	2,835.00
5800: Professional/Consulting Services And Operating Expenditures	Site Magnet	960.00
1000-1999: Certificated Personnel Salaries	Site PTA	62,082.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	4,045.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	3,029.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	295,703.75
Goal 2	740.00
Goal 3	120,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Nima Tahai	Principal
	Parent or Community Member
Markesha Tatum	Parent or Community Member
Melina Norton	Parent or Community Member
Alex Fisher	Parent or Community Member
Sara Rosenbloom	Parent or Community Member
Nicole Papas	Parent or Community Member
Jacki Escobar	Classroom Teacher
Juliana Peek	Classroom Teacher
Anthony Kralj	Classroom Teacher
Grace Dulnuan-Turner	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.

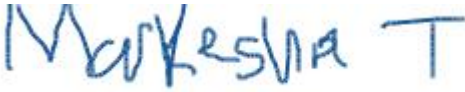
Recommendations and Assurances

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 6/8/26.

Attested:

	Principal, Nima Tahai on 6/8/26
	SSC Chairperson, Alex Fisher 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/>

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