School Year: **2026-27**

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
Lichen P-8 School	34 67447 6034680	May 19, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

School administration consulted with the staff, School Site Council, and English Language Advisory Committee during in person meetings as well as receiving anonymous feedback in google forms. Feedback was solicited by the school administer on a Trimester bases.

School and Student Performance Data

Student Enrollment
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
American Indian	0.21%	0.20%	0.21%	1	1	1
African American	4.72%	5.02%	4.74%	23	25	23
Asian	1.03%	1.61%	1.65%	5	8	8
Filipino	1.85%	1.61%	1.03%	9	8	5
Hispanic/Latino	45.17%	44.58%	45.15%	220	222	219
Pacific Islander	2.67%	2.81%	1.65%	13	14	8
White	37.99%	35.14%	36.49%	185	175	177
Multiple/No Response	6.37%	9.04%	9.07%	31	45	44
			Total Enrollment	487	498	485

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		23	24
Kindergarten	49		55
Grade 1	52		55
Grade 2	53		50
Grade3	53		50
Grade 4	55		49
Grade 5	56		47
Grade 6	41		66
Grade 7	64		57
Grade 8	47		32
Total Enrollment	487		485

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	102	78	73	16.7%	20.9%	15.1%
Fluent English Proficient (FEP)	43	46	40	11.4%	8.8%	8.2%
Reclassified Fluent English Proficient (RFEP)	22				18.18%	

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
498	64.3%	15.7%	0.8%
Total Number of Students enrolled in Lichen P-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	15.7%
Foster Youth	4	0.8%
Homeless	18	3.6%
Socioeconomically Disadvantaged	320	64.3%
Students with Disabilities	109	21.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	5%
American Indian	1	0.2%
Asian	8	1.6%
Filipino	8	1.6%
Hispanic	222	44.6%
Two or More Races	45	9%
Pacific Islander	14	2.8%
White	175	35.1%

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Green		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
37.8 points below standard	70.1 points below standard	Fewer than 11 students - No Data for Privacy
Increased 15 points	Increased 24 points	9 Students
290 Students	71 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	118.5 points below standard	52.8 points below standard
	Increased 19.4 points	Increased 13.7 points
	12 Students	217 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
82.7 points below standard	88.3 points below standard	0 Students
Declined 8.9 points	Increased 11 points	
65 Students	19 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	37.6 points below standard
6 Students	5 Students	Increased 24.1 points
		131 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
55.4 points below standard	Fewer than 11 students - No Data for Privacy	33 points below standard
Declined 44.9 points	5 Students	Increased 16.6 points
16 Students		108 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

English Learners (Orange, 70.1 points below standard)

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, several factors contributed to these results. Instruction was often modified to meet students’ current levels rather than consistently scaffolding grade-level standards, limiting access to rigorous content. In addition, there was inconsistent implementation of ELA standards, interventions, and English Language Development (ELD) strategies across grade levels. Differentiation for English Learners was not consistently or effectively implemented, and access to intervention supports was limited. These gaps, combined with inconsistent use of data-driven instructional practices, impacted student outcomes.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for English Learners and other low-performing groups, the following resources are needed:

Supplemental ELA curriculum, digital programs, and instructional materials to support differentiation and engagement
Instructional Leaders will provide on going focused coaching with use of walkthrough tools and designated days to review student data with grade level teachers every trimester
Expanded after-school tutoring programs providing targeted, small-group instruction in literacy with data collection every 6-8 week cycles to guide instruction.

Ongoing professional development for teachers in ELD strategies, scaffolding, GLAD strategies, and effective use of data
Additional time for teacher collaboration, data analysis, and planning
Family engagement opportunities to support literacy at home
Social-emotional supports (counseling and SEL programming) to improve engagement and readiness to learn

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange 62.9 points below standard Maintained -2.8 points 292 Students	Yellow 92.7 points below standard Increased 16.1 points 71 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color 117.1 points below standard Increased 6.6 points 11 Students	Orange 76.6 points below standard Declined 3.5 points 218 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
107.9 points below standard	99.7 points below standard	0 Students
Declined 21.3 points	Declined 4.2 points	
66 Students	19 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	69.6 points below standard
6 Students	5 Students	Increased 6.6 points
		131 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
63.9 points below standard	Fewer than 11 students - No Data for Privacy	54.5 points below standard
Maintained 2.1 points	5 Students	Declined 13.4 points
16 Students		110 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Students with Disabilities (Red, 107.9 points below standard)

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, the data indicate that instructional practices did not consistently meet the diverse needs of Students with Disabilities. There was insufficient differentiation and targeted intervention for students requiring additional support, particularly in math. Behavioral and self-regulation challenges also impacted student access to instruction. Additionally, inconsistent implementation of math instructional strategies and a lack of access to intervention resources, particularly in upper grades, contributed to declining performance.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To address these challenges, the following supports are needed:

Targeted after-school tutoring and intervention programs focused on math
Supplemental math curriculum and adaptive digital tools to support differentiation
Professional development for staff on differentiation strategies and meeting the needs of Students with Disabilities
Additional instructional materials and intervention resources
Time for teacher collaboration and data-driven planning

Increased social-emotional and behavioral supports through counseling services

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
48.6 science points	40.9 science points	Fewer than 11 students - No Data for Privacy
Increased 3.2 points	Increased 6.7 points	6 Students
119 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	45.6 science points
	4 Students	Increased 3.7 points
		88 Students

Students with Disabilities	African American	American Indian
No Performance Color 36.5 science points Declined 2 points 26 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Green 45.2 science points Increased 2.5 points 55 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 50.1 science points Maintained 0.5 points 46 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
53.3 making progress.	making progress.
Number Students: 60 Students	Number Students: 8 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3%	33.3%	0%	53.3%

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

33.3% of ELs maintained lower ELPI levels (limited progress)

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, the data suggests that while some systems for EL support are effective, there are inconsistencies in implementation. The lack of consistent, targeted language development instruction and structured opportunities for academic language practice limited progress for some students. In addition, limited monitoring systems and intervention cycles may have impacted the school’s ability to respond quickly to students who were not progressing.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Improvement requires:

Targeted ELD instructional strategies and professional development for teachers

Supplemental EL-focused instructional materials and digital supports
Small-group instruction and after-school tutoring for focused language development
Increased family engagement to support language development at home
Ongoing progress monitoring and data analysis cycles

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Orange	No Performance Color
27% Chronically Absent	18.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.7	Increased 4.4	9 Students
541 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	58.3% Chronically Absent	30.4% Chronically Absent
4 Students	Increased 18.3	Increased 2.2
	24 Students	392 Students

Students with Disabilities	African American	American Indian
Red 32.6% Chronically Absent Increased 3.1 138 Students	No Performance Color 45.5% Chronically Absent Declined 4.5 33 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Red 23.6% Chronically Absent Increased 1.4 233 Students

Two or More Races	Pacific Islander	White
Red 46% Chronically Absent Increased 24.8 50 Students	No Performance Color 50% Chronically Absent Declined 7.1 14 Students	Yellow 22.3% Chronically Absent Declined 3.9 193 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Homeless (58.3%)

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, Chronic absenteeism is influenced by both school-based and external factors. Contributing factors include inconsistent attendance monitoring systems in the past, limited engagement strategies for high-need students, and barriers such as housing instability and family challenges. Additionally, insufficient connection to school through meaningful engagement opportunities contributed to disengagement and absenteeism.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To address chronic absenteeism, the following resources are necessary:

Continued implementation of a structured attendance monitoring system and Attendance Academy
Dedicated attendance outreach through staff (attendance clerk and support personnel)
Increased family communication and engagement strategies
Student engagement opportunities such as field trips, assemblies, and identity-based clubs
Targeted supports for high-need students, including counseling and SEL services
Teacher collaboration time to monitor attendance data and respond with interventions

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow 3.4% suspended at least one day Declined 2.5% 551 Students	Blue 0% suspended at least one day Declined 3.3% 90 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 7.4% suspended at least one day Declined 5.5% 27 Students	Yellow 3.7% suspended at least one day Declined 3.1% 401 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
2.9% suspended at least one day	12.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 4.1%	Declined 18.6%	1 Student
139 Students	33 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.1% suspended at least one day
9 Students	9 Students	Declined 2.9%
		238 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
6% suspended at least one day	0% suspended at least one day	3.6% suspended at least one day
Increased 3.1%	Declined 7.1%	Declined 0.8%
50 Students	14 Students	197 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

African American (12.1%)

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, suspension data reflect a need for stronger behavioral systems and supports. Contributing factors include limited Tier 2 behavioral interventions, inconsistent early identification of students needing additional support, and a need for more culturally responsive practices. Additionally, gaps in family engagement and home-school connections may have contributed to behavioral challenges.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes, the school requires:

Expanded Tier 2 PBIS supports, including incentives and structured interventions
Additional behavioral and social-emotional support staff
Parent liaison services and primary language supports to strengthen family engagement
Programs that build school connectedness, such as family events and student activities
Campus safety staff to support supervision and positive behavior
Continued implementation of restorative practices and SEL programming

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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.

ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress:
-California Dashboard Indicators (from last year)
-CAASPP results (from prior year)
-iReady results for both ELA and Math (3 times per year)
-ESGI data for kindergarten (trimester)
-Intervention data (every 6-8 weeks)
-Progress and report card marks (trimester)
-District climate survey (mid-year)
-SAEBRS data specific to student academic performance and engagement (2 times per year)

What worked and didn’t work? Why? (monitoring)

What Worked

-Targeted Instructional Programs: Implementing universal access time (WIN) for grades K-4 provided structured support and focused learning opportunities in daily, 30-minute phonics instruction based on assessment data and progress monitored every 6-8 weeks. Utilizing UFLI along with Core Phonics and Maze assessments helped align instruction with students' needs and helped bridge gaps in understanding.

-Social-Emotional Learning (SEL) Integration: The incorporation of SEL (Zones of Regulation) helps foster a positive classroom environment for our TK-2 grade students, allowing them to develop emotional regulation and interpersonal skills. This support likely enhanced their overall academic performance by making them more engaged and resilient.

-Collaboration Among Staff: Teacher collaboration and professional development focusing on best practices in English Language Development to help ensure that strategies were consistently implemented across grade levels. This bi-monthly collaboration allowed educators to share successful techniques and support one another in addressing English Language Learner's needs.

-Use of Data-Driven Decision Making: Regularly analyzing student performance data enabled educators to identify areas of strength and weakness. This data-driven approach informed instruction, allowing for timely interventions and adjustments to teaching strategies.

-Consistent Use of PBIS: The Positive Behavioral Interventions and Supports (PBIS) framework is a systemic school management program that contributed to a more positive school climate, reducing disruptions and allowing for more focused learning time in both ELA and Math classes.

-CA-ISP Modules: Our 6 modules focusing on SEL and Culturally Responsive Instruction helped to ensure we were actively including Culturally Responsive instruction into the classroom, allowing students to see themselves reflected in their learning space.

-Bilingual Support for Language Learners: Providing bilingual resources and support helped English Language Learners grasp content more effectively, enabling them to engage more fully in ELA and Math instruction.

What Didn’t Work

- Instruction of grade level standards were modified to meet students at their current instructional levels instead of scaffolding the grade level standards for all students to access higher level instruction.

-Inconsistent Implementation: Inconsistencies in applying ELA anchor standards and interventions across different grade levels may have limited the effectiveness of educational programs. When not all teachers adhere to the same standards, students may miss critical learning opportunities.

-Lack of Differentiation: Instruction may not have adequately differentiated for the unique needs of students—particularly those who are dis-regulated with leads to behavioral challenges—leading to a lack of tailored support necessary for their growth.

-Limited Access to Resources: Students may not have had sufficient access to resources (like tutoring, as many teachers did not offer this, or additional support materials, such as intervention materials for 4-8th grades) that could have supported their learning and engagement. This lack of access can create barriers to success.

What modification(s) did you make based on the data? (evaluation)

-Additional focuses were added to support Middle School behavioral needs including a counseling group specifically for our middle school boys, an additional social group was created for our African-American boys, and lastly our PBIS rewards were adjusted to provide more engaging and motivating across grade levels.
-implemented a more consistent program "attendance academy" to support students with approaching or chronic absenteeism.

2025-26

Identified Need

Expand upon after school tutoring program which targets students academic supports. Enhance PBIS program to encourage diverse student interests and participation. Establish a safety-net for dis-regulated students that supports students to engage in academic activities/ classroom lessons. Encouragement of teachers to participate in off campus learning opportunities which stimulate students' civic and community engagement. Expand upon SEL to provide explicit instruction that builds positive character traits and relationships.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	37.8 points below standard	+3 scale score points
	English Learners	70.1 points below standard	
	Foster Youth		
	Homeless	118.5 points below standard	
	Socioeconomically Disadvantaged	52.8 points below standard	
	Students with Disabilities	82.7 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	African American	88.3 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	37.6 points below standard	
	Two or More Races	55.4 points below standard	
	Pacific Islander		
	White	33 points below standard	
Math State Assessment: Change in scale score	All Students	62.9 points below standard	+3 scale score points
	English Learners	92.7 points below standard	
	Foster Youth		
	Homeless	117.1 points below standard	
	Socioeconomically Disadvantaged	76.6 points below standard	
	Students with Disabilities	107.9 points below standard	
	African American	99.7 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	69.6 points below standard	
	Two or More Races	63.9 points below standard	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	White 54.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	53.3	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	18.18%	+3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase supplemental materials, supplies, and technology to support core instruction, particularly in ELA and Math.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	1,500 12,500	School Year 2026-2027
1.2	Purchase supplemental classroom &	X All Students X English Learners X Low-Income Students	LCFF Supplemental	1500 11830	School Year 2026-2027

	library books, materials, and supplies to support learning, intervention and engagement.	X Foster Youth X Lowest Performing	Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies		
1.3	Provide after school tutoring for students who are struggling in ELA and math with targeted instruction by both certificated and classified staff	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	8000 1500	School Year 2026-2027
1.4	Fund timecards for certificated and classified staff training in implementation of supplemental instructional materials and	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500 500	School Year 2026-2027

	curriculum for ELA, math, GLAD, and Universal Access Time for students K-5		LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
1.5	Provide professional learning with substitute services for teachers to engage in peer observation, planning, and professional development.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	 LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	0 5000	School Year 2026-2027
1.6	Release days for teachers for data analysis, planning time, and professional development around curriculum and engagement.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	13000	School Year 2026-2027
1.7	Purchase supplemental curriculum and	All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	2295 2000	School Year 2026-2027

	programs including digital in ELA and math that support learning, engagement, and differentiation.	Foster Youth X Lowest Performing	4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
1.8	Fund digital supplemental instructional programs, subscriptions, and other online resources to support student achievement in all academic areas.	X All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	15000	School Year 2026-2027
1.9	Host family educational and engagement nights throughout the year to teach families about ways to support their student's learning as well as encourage their interaction with their children specific to	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation	500 2,000	School Year 2026-2027

	learning. This includes but are not limited to: STEAM Night, Family Learning Nights, Math Nights, etc.		4000-4999: Books And Supplies		
1.10	Provide opportunities for academic enrichment through real world experiences, field trips and assemblies. (ie..bussing, admission fee, assembly costs...)	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	
1.11	Provide social emotional support staff to increase students' skills in social, adaptation, and regulation to promote student achievement. 0.5 FTE Counselor PC 31400 PC31402	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	67390 26323	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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.

ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress:
-Attendance data from Q and Unified Insights
-School Attendance Plan
-CAASPP results (from prior year)
-CA Dashboard data
-iReady results for both ELA and Math (3 times per year)
-Intervention data (every 6-8 weeks)
-Progress and report card marks (trimester)
-District climate survey (mid-year)
-SAEBRS data specific to student academic and social-emotional outcomes (2 times per year)

-PBIS data
-COST referral data (bi weekly)

What worked and didn’t work? Why? (monitoring)

Successful Practices:

- Attendance meeting

-daily communication with families on Talking Points to communicate student's absences
-Home visits
-Counseling
-monitors and security staff to ensure safety

What modification(s) did you make based on the data? (evaluation).

In order to better address our student needs with regards to attendance, dropout, graduation, and access to a broad course of study, we developed a multi-pronged approach.
-improved our PBIS system, moving beyond PBIS Tier 1 supports to including Tier 2 supports, which focused on providing Culturally Responsive instruction and materials as well as incorporating SEL practices in the classroom to increase a sense of belonging and community. We did this in partnership with the PCOE and CA-ISP.
-We also implemented "Attendance Academy" with our SEL staff taking on our chronically absent students with daily check ins and incentives to increase attendance.
-We increased our CTE-aligned wheel for elective exploration to incorporate agriculture through a school garden . These classes were aligned to CTE programs at our feeder high schools

2025-26

Identified Need

Identified Needs to Improve Attendance and Engagement

-Consistent Attendance Monitoring Team who uses data-driven decision making
-Enhanced Family Engagement Strategies
-Targeted Support for High-Need Students
-Strengthened PBIS Framework
-Dedicated SEL and Counseling Staff
-Student Voice Initiatives
-Professional Development for Staff around trauma informed practices and developing communities of belonging in their classrooms
-Community Partnerships
-Incentive Programs

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	27% Chronically Absent	-0.5%
	English Learners	18.8% Chronically Absent	
	Foster Youth		
	Homeless	58.3% Chronically Absent	
	Socioeconomically Disadvantaged	30.4% Chronically Absent	
	Students with Disabilities	32.6% Chronically Absent	
	African American	45.5% Chronically Absent	
	American Indian		
	Asian		
	Filipino		
	Hispanic	23.6% Chronically Absent	
	Two or More Races	46% Chronically Absent	
	Pacific Islander	50% Chronically Absent	
	White	22.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.5%		92.5%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		-.68%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Offer academic field trips that help students to learn about and engage with the world around them, encouraging both attendance and helping to increase active	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5000	School Year 2026-2027

	participation in school. Including but not limited to: transportation, registration fees, and ancillary costs				
2.2	Release days for teachers to goal set with students and plan with their grade level and/or department partners.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6000	School Year 2026-2027
2.3	Bring in highly engaging assemblies that focus on attendance, self determination, and goal setting	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	School Year 2026-2027
2.4	Support student engagement with identity clubs that encourage students to become actively	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless, SED, EL, Hispanic	LCFF Supplemental Site Allocation	800	School Year 2026-2027

	engaged with their learning. This may include but is not limited to: paying for guest speakers, supplying snacks at events, field trips, material costs for items such as posters, ink, t shirts, etc. Primarily serving: -Homeless youth -SED -SPED -English Learners -Hispanic -LGBTQ+ -Foster Youth		4000-4999: Books And Supplies		
2.5	Ongoing and active outreach by our attendance clerk to our families and community resources to increase communication and provide supports for students and families who are chronically absent, are identified as foster youth, and	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	9,692 8748	School Year 2026-2027

		those experiencing homelessness PC 34098				
2.6			All Students English Learners Low-Income Students Foster Youth Lowest Performing			
2.7			All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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.

ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress:
-SWIS data
-Q data
-Unified Insights data
-District winter climate survey
-Google forms for community feedback

- Street data (feedback during community activities, family meetings, community outreach meetings, etc)

What worked and didn't work? Why? (monitoring)

Successful Practices:

-Parent communication (Talking Point)
-Calm-down spaces (within classroom)
-Mindfulness implementation
-De-escalation strategies
-Social skills groups (counselor)
-Monthly character trait assemblies
-Alternatives to suspension
-Restorative conversations
-Ongoing interventions to mitigate behaviors
-School-wide winter sing-a-long, harvest festival, cultural fair
-After school enrichment clubs
-COST (Coordination Of Services Team)
-Ongoing push-in supports as needed
-Increase in staffing for student safety and emotional regulation (Campus Safety Monitor and Rec Aides)
-SCIA
-Navigate 360 lessons

Areas of Growth for Future Success:
-Increase opportunities for student leadership
-Early identification of students in need of behavior support as well as functional behavior analysis
-Increase home school connection opportunities and encourage positive behavior
-SEL curriculum
-supporting ELAC participation with primary language supports
-Family behavior conferences
-Staff-student connections prioritized

What modification(s) did you make based on the data? (evaluation)

Modifications we made based on our data included:
Data used to monitor progress:
-CA Dashboard Indicators
-Unified Insights Data
-Listening Sessions and Empathy Gathering
-Site COST referrals
-Care Solace Referrals
-Tier 2 Meetings
-District Climate Surveys
-Use of alternative discipline choices such as buddy classes, CI/CO, Navigate 360 lessons, community service projects, etc)
-CA-ISP PBIS training for all staff

2025-26

Identified Need

Needs:

-Primary language supports for families to engage with school site
-Enhance PBIS system, including Tier 2 PBIS supports, with the additional of student and parent representatives on our teams
-A stronger home-school connection through home visits
-More family engagement with the inclusion of volunteer opportunities on campus and in the classroom, monthly family events (lunches, etc), and volunteer celebrations
-Stronger partnerships with local community partners
-A clear sense of identity and opportunity specific to upper middle school (7th and 8th grades)
-Continued focus on relational supports with a SCIA
-Highly engaging, targeted programs for students with highest behavioral needs and chronic absenteeism
-Continued focus on campus safety with a campus monitor
-Opportunity for families to connect with administration on a regular basis and provide direct feedback about programs and systems impacting their children

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3.4% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	7.4% suspended at least one day	
	Socioeconomically Disadvantaged	3.7% suspended at least one day	
	Students with Disabilities	2.9% suspended at least one day	
	African American	12.1% suspended at least one day	
	American Indian		
	Asian		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic — 2.1% suspended at least one day Two or More Races — 6% suspended at least one day Pacific Islander — 0% suspended at least one day White — 3.6% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	59.6%	60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	58.2%	58%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	UPDATE	20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase equipment and incentives to promote and increase school connectedness,	All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	6659	School Year 2026-2027

	positive behavior, and positive student to student relationships.	X Lowest Performing Hispanic, Homeless, Students with Disabilities, White	4000-4999: Books And Supplies		
3.2	Host family activities that encourage positive connection between students, families, and the school, including but not limited to school performances, Cultural Fair, Community Engagement Evenings, etc.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	500 2600	School Year 2026-2027
3.3	Increase staffing for student safety and emotional regulation (Campus Safety Monitor, Rec. Aides, crossing guard)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,500	

3.4		Purchase highly-engaging activities/games for campus and the classrooms as well as fund snacks to increase parental engagement opportunities for families on campus, including but not limited to monthly family lunches and "math days".	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		1521		School Year 2026-2027
3.5		Opportunities to build school connectedness and relationships, and bridge the gap between home and school. (ie..Coffee with the principal and other events to bring parents/guardians to the site)	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		1000		
3.6		Increase parental involvement and access to school programs and supports through primary language supports with targeted groups,	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, ELD		Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries		400 610		School Year 2026-2027

	including but not limited to ELAC, School Site Council, PTA, etc. through a parent liaison		Title I Part A Parent Involvement 4000-4999: Books And Supplies		
3.7	Provide supplemental support staff to increase academic, positive social-emotional outcomes, and improved attendance for students with highest suspensions, behaviors, and chronic absenteeism .75 FTE Sch/Comm Intrv Asst 206 days	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic, Homeless, Students with Disabilities, White	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	33014 32613	School Year 2026-2027
3.8	Provide ongoing campus-wide safety supports to ensure students feel physically safe on campus and students are adequately	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4,130	School Year 2026-2027

	monitored during unstructured time				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development to emerging bilinguals based on language proficiency level.	August 2024 - June 2025	ELD teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support to core content classes outside of ELD for emerging bilinguals	August 2024 - June 2025	BIA - Spanish	2000-2999: Classified Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide social emotional and academic planning support to students from socioeconomically disadvantaged backgrounds to support behavioral goals, mental health, and academic and career planning for upper grades	August 2024 - June 2025	.5 Counselor	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide campus safety, supervision, and behavioral support to students and staff on campus	August 2024 - June 2025	Campus Monitor	2000-2999: Classified Personnel Salaries		
Provide student supervision and behavioral support to students on campus	August 2024 - June 2025	Recreation Aide	2000-2999: Classified Personnel Salaries		
Provide student supervision and behavioral support to students on campus	August 2024 - June 2025	Recreation Aide	2000-2999: Classified Personnel Salaries		

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
LCFF Supplemental Site Allocation	53,920	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	234,465	0.00
Title I Part A Parent Involvement	3,610	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	53,920.00
Title I Part A Parent Involvement	3,610.00
Title I Part A Site Allocation	234,465.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	29,500.00
2000-2999: Classified Personnel Salaries	119,126.00
3000-3999: Employee Benefits	67,684.00
4000-4999: Books And Supplies	50,715.00
5000-5999: Services And Other Operating Expenditures	29,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,500.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	12,692.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	8,748.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,480.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	400.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	610.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	2,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	27,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	101,904.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	58,936.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	26,625.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,338.00
Goal 2	31,240.00
Goal 3	85,547.00

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

Name of Members	Role
Alissa Boyd	Principal
Lisa Blen	Other School Staff
Dolores Love	Classroom Teacher
Bryan Morris	Classroom Teacher
Diana Rodriguez	Classroom Teacher
Babak Rastekhiz	Parent or Community Member
Renae Green	Parent or Community Member
Mike Provence	Parent or Community Member
Shannon Pierce	Parent or Community Member
Max Stumbo	Parent or Community Member
Selena Cox	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

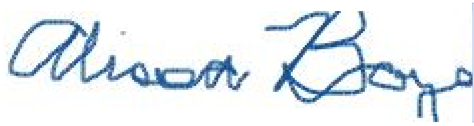
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Alissa Boyd on May 25, 2026
	SSC Chairperson, Mike Provence on May 19,2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

Budget By Expenditures

Lichen School (K-8)

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide professional learning with substitute services for teachers to engage in peer observation, planning, and professional development.		$0.00	Connected School Communities	
	Total Expenditures:	$0.00		
	Allocation Balance:	$0.00		

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide ongoing campus-wide safety supports to ensure students feel physically safe on campus and students are adequately monitored during unstructured time	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	
	LCFF Rec Aide Allocation Total Expenditures:	$4,130.00		
	LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation **$53,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$500.00	Connected School Communities	

Lichen School (K-8)

	5000-5999: Services And Other Operating Expenditures	$5,000.00	Connected School Communities
	4000-4999: Books And Supplies	$2,000.00	Connected School Communities
	4000-4999: Books And Supplies	$2,000.00	Connected School Communities
Purchase supplemental materials, supplies, and technology to support core instruction, particularly in ELA and Math.	4000-4999: Books And Supplies	$1,500.00	Connected School Communities
Purchase supplemental classroom & library books, materials, and supplies to support learning, intervention and engagement.	4000-4999: Books And Supplies	$1,500.00	Connected School Communities
Provide opportunities for students to experience off campus activities, as well as virtual activities to encourage broad perspectives. Provide related transportation, registration fees and ancillary expenses.	5000-5999: Services And Other Operating Expenditures	$7,000.00	Clear Pathways to Bright Futures
Offer virtual and in-person academic enrichment activities for families to encourage literacy, math reasoning, STEAM and lifestyle choices. Build community through after school evening family engagement activities. Include vendors like Sami Circuit, Phil Tulga, Mad Science, VAPA, etc. Provide refreshment and materials as needed.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Clear Pathways to Bright Futures
Fund timecards for certificated and classified staff training in implementation of supplemental instructional materials and curriculum for ELA, math, GLAD, and Universal Access Time for students K-5	1000-1999: Certificated Personnel Salaries	$2,500.00	Connected School Communities
Host family educational and engagement nights throughout the year to teach families about ways to support their student's learning as well as encourage their interaction with their children specific to learning. This includes but are not limited to: STEAM Night, Family Learning Nights, Math Nights, etc.	5000-5999: Services And Other Operating Expenditures	$500.00	Connected School Communities

Lichen School (K-8)

Provide opportunities for academic enrichment through real world experiences, field trips and assemblies. (ie..bussing, admission fee, assembly costs...)	4000-4999: Books And Supplies	$6,000.00	Connected School Communities
Bring in highly engaging assemblies that focus on attendance, self determination, and goal setting	5000-5999: Services And Other Operating Expenditures	$1,000.00	Healthy Environments for Social-Emotional Growth
Support student engagement with identity clubs that encourage students to become actively engaged with their learning. This may include but is not limited to: paying for guest speakers, supplying snacks at events, field trips, material costs for items such as posters, ink, t shirts, etc. Primarily serving: -Homeless youth -SED -SPED -English Learners -Hispanic -LGBTQ+ -Foster Youth	4000-4999: Books And Supplies	$800.00	Healthy Environments for Social-Emotional Growth
Ongoing and active outreach by our attendance clerk to our families and community resources to increase communication and provide supports for students and families who are chronically absent, are identified as foster youth, and those experiencing homelessness PC 34098	2000-2999: Classified Personnel Salaries	$9,692.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$8,748.00	Healthy Environments for Social-Emotional Growth
Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships.	4000-4999: Books And Supplies	$6,659.00	Engaging Academic Programs

Lichen School (K-8)

Host family activities that encourage positive connection between students, families, and the school, including but not limited to school performances, Cultural Fair, Community Engagement Evenings, etc.	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs	
Increase staffing for student safety and emotional regulation (Campus Safety Monitor, Rec. Aides, crossing guard)	2000-2999: Classified Personnel Salaries	$2,500.00	Engaging Academic Programs	
Purchase highly-engaging activities/games for campus and the classrooms as well as fund snacks to increase parental engagement opportunities for families on campus, including but not limited to monthly family lunches and "math days".	4000-4999: Books And Supplies	$1,521.00	Engaging Academic Programs	
Opportunities to build school connectedness and relationships, and bridge the gap between home and school. (ie..Coffee with the principal and other events to bring parents/guardians to the site)	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $64,920.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$3,610.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase parental involvement and access to school programs and supports through primary language supports with targeted groups, including but not limited to ELAC, School Site Council, PTA, etc. through a parent liaison	2000-2999: Classified Personnel Salaries	$400.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	$2,600.00	Engaging Academic Programs	

	4000-4999: Books And Supplies	$610.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$3,610.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$234,465.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$32,613.00	Engaging Academic Programs	
Offer academic field trips that help students to learn about and engage with the world around them, encouraging both attendance and helping to increase active participation in school. Including but not limited to: transportation, registration fees, and ancillary costs	5000-5999: Services And Other Operating Expenditures	$5,000.00	Healthy Environments for Social-Emotional Growth	
Release days for teachers to goal set with students and plan with their grade level and/or department partners.	1000-1999: Certificated Personnel Salaries	$6,000.00	Healthy Environments for Social-Emotional Growth	
Provide social emotional support staff to increase students' skills in social, adaptation, and regulation to promote student achievement. 0.5 FTE Counselor PC 31400 PC31402	2000-2999: Classified Personnel Salaries	$67,390.00	Connected School Communities	
	3000-3999: Employee Benefits	$26,323.00	Connected School Communities	
Provide opportunities for students to engage with organizations such as STORM and SAYS in school hour, and after school hour activities		$10,000.00	Clear Pathways to Bright Futures	

Lichen School (K-8)

Provide after school tutoring for students who are struggling in ELA and math with targeted instruction by both certificated and classified staff	1000-1999: Certificated Personnel Salaries	$8,000.00	Connected School Communities
Provide supplemental support staff to increase academic, positive social-emotional outcomes, and improved attendance for students with highest suspensions, behaviors, and chronic absenteeism .75 FTE Sch/Comm Intrv Asst 206 days	2000-2999: Classified Personnel Salaries	$33,014.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$12,500.00	Connected School Communities
	4000-4999: Books And Supplies	$11,830.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	$1,500.00	Connected School Communities
Release days for teachers for data analysis, planning time, and professional development around curriculum and engagement.	1000-1999: Certificated Personnel Salaries	$13,000.00	Connected School Communities
Purchase supplemental curriculum and programs including digital in ELA and math that support learning, engagement, and differentiation.	4000-4999: Books And Supplies	$2,295.00	Connected School Communities
Fund digital supplemental instructional programs, subscriptions, and other online resources to support student achievement in all academic areas.	5000-5999: Services And Other Operating Expenditures	$15,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$244,465.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Lichen School (K-8) Total Expenditures:	$317,125.00