School Year: **2025-26**

# 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 |
|---|---|---|---|
| Adelante Selby Spanish Immersion School | 41-69005-6044580 | 03/25/2026 | April 22, 2026 |

## Purpose and Description

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

Schoolwide Program

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a School Site Council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Adelante Selby Spanish Immersion school is a Title 1 school that receives federal monies and the actions and services align to the requirements for Title 1 expenditures.

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

The Adelante Selby Spanish Immersion School Site Plan (SPSA) directly connects to the Redwood City School District LCAP. There are three main goals addressed:
(1) By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.
Improve Attendance rate by 2% each year in all groups.
Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

(2) By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.
Increase our reclassification rate to 20%.
Decrease our Long Term English Learner to 10%

(3) By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
(25-26 Adjustments made to the goal and will replace the goal once board approved)
By June 2027, RCSD goal is to increase the percentage of students meeting expected annual growth by at least 4 percentage points each year in ELA and Math, as measured by i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Adelante Selby Spanish Immersion School has detailed actions and services that align to the three main goals also found in the RCSD LCAP. The School Site Council discusses these three main goals throughout the school year.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2025 Fall Climate Survey results indicate positive work by our school staff towards meeting Goal 1: climate and safety goals for our 4th- and 5th-grade students.

California Healthy Kids Survey student responses for grade 5 students: areas of strength
76% feel safe at school
72% felt connected to school
87% felt teachers and staff have high expectations
78% of students felt academically motivated

An area of concern with lower percentages was meaningful participation at 42%.

CA Parent Survey:
Highlights:
80% feel teachers provide resources for parents to support SEL needs at home
90% feel teachers address students' SEL needs

An area of improvement:
67% of parents felt welcome to participate in school compared to 97% from the prior year.
58% compared 97% felt the school is clean and well-maintained
57% felt the staff encourages parents to be an active partner with the school, which is a decline from 98% the prior year

A Needs Assessment Survey was given to parents.
In goal one, parents prioritize Counseling, Intervention, and afterschool enrichments.
In goal two, parents prioritize reading intervention for English learners and teacher ELD instructional materials
In goal three, parents prioritize reading intervention, STEAM instruction, and instructional assistants

Staff Needs Assessment Prioritizes:
Mental Health and reading support for grades 3-5
Planning time and reading intervention
Instructional assistants, small group reading
Professional Development and coaching

Prop 28 Needs Assessment results continue to overwhelmingly support the STEAM teacher position and music.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Expectations Walk Throughs were done focusing on classroom environment and student engagement in the first month of school. Overall, classrooms were orderly, Agendas, Focus Walls completed with Essential Questions, standards, and sentence frames showed focus of study, and student work was posted. Most classrooms in all grades are currently working on differentiation and building "stamina" allowing for multiple grouping strategies: whole group at tables/desks, independent work, small groups, and large group at carpet. Teachers have set up Peace Corners to help resolve conflicts and for students to self-regulate, Community Circles/Class Meetings are employed daily in the morning (or as needed) to check in on feelings and practice mindfulness to help students focus.

Teachers in TK-3rd grades continue to implement Integrated Units, alternating units of study between Science and Social Studies themes. Teachers are more comfortable implementing the new Illustrative Math routines: Warm Up, Activities, Synthesis, Math Games, Cool Down. In K-2 they are learning  assessing and use the routines for the Aprendo a Leer Spanish Phonics supplement. 2nd grade teachers started with Heggerty English Phonics instruction earlier this year as the 80% fluency in Spanish phonics was achieved earlier which is a change from last year.  The 3rd-5th grade teachers are assessing and implementing the CRLP program from UC Berkeley (based on the Science of Reading) for

teaching literacy and Phonics as well as utilizing the Benchmark Language Arts program. Designated ELD to look at Language Power implementation.

Komir Minds provided ELPAC training for the staff to review grade level differences and expectations. Walk through the site was also done with a focus on integrated ELD practices.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Adelante Selby uses district-adopted assessments to modify instruction and improve student achievement including: i-Ready Diagnostic Assessment for reading and mathematics for 1st-5th grades, BPST reading assessment (K-5th grades), and resource specialists utilize the Qualitative Reading Inventory (QRI) to assess special education students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Adelante Selby Spanish Immersion has set up a Google Doc where teachers can easily see and monitor all data for all students such as ELPAC, i-Ready, and CAASPP scores for each teacher by homeroom and for Tier 2 Intervention. Teachers can also use Ellevation to track English Learner students progress on ELPAC. The teachers utilize the documents as well as their own formative assessments and observations to establish reading and math groups. The MTSS Leadership Team also utilizes the data for deciding who needs Tier 2 intervention support. Finally, the teachers also use the data for Student Study Team(SST) referrals, parent meetings, IEPS, 504s, and report cards. Finally, teachers this year participated in 4 cycles of Professional Learning Communities, where they set SMART goals in reading, writing, and math based on the target standards--cycles of 6 weeks. Teachers refected and collaborated on the data and best strategies used to help students meet goals. The PLC work will continue next school year.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All but one teachers are highly qualified. One teacher is working towards her teaching credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

RCSD provides staff development personnel to provide professional development and access to instructional materials training with ongoing training and coaching for grade levels and individual teachers as needed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RCSD ensures that all staff development and professional learning experiences are directly connected to content standards, assessed student performance, and professional needs. This professional development includes SEAL/Integrated Units, CRLP Literacy, and Designated English Language Development training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Adelante Selby Spanish Immersion has limited access to two district level Literacy/SEAL Integrated Units instructional coaches (TOSA's) for support for SEAL/ELD/CRLP Literacy implementation and Professional Development. Additionally, the school district has calendared eight Super Minimum Early Release days for professional development for the new Illustrative Math curricula, CRLP Science of Reading, Student Led Conferences, and DELD Language Power supplementary curriculum, and PLC work.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level planning is provided twice monthly. TK-3rd grade levels are provided Integrate unit planning days once per Trimester. 4th -5th grade teachers are collaborating and are provided planning days to implement PLCs. 4th and 5th work in "dyads" across grade levels by content area, e.g., the 4th and 5th Math teacher work together.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards as per district guidelines.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Adelante Selby Spanish Immersion adheres to the recommended instructional minutes for reading/language arts and mathematics as per district guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule and master schedule flexibility is such that it allows for sufficient numbers of intervention support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

RCSD ensures that all students have standards-based instructional materials appropriate for all student groups and follow the Williams Act requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adelante Selby Spanish Immersion uses SBE-adopted and standards-aligned instructional materials. Additionally, Reading Intervention teachers use a combination of evidence-based instructional materials in English and Benchmark small group materials in Spanish depending on the grade level of the student.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language Development (ELD) instruction is integrated into the curriculum and instruction in all content areas, and Designated ELD is provided in either small group or whole class. Additionally, some Special Education students SWD/Students with IEPs are pulled out for small group intervention in Reading, Math, DELD, or Speech as per the goals and services listed in their IEP. Reading intervention is provided for underperforming students who need further support in small groups in Grades 1st-5th. Math intervention is provided for students in 1st grade.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Adelante Selby utilizes Integrated Units, Dual Language, and differentiated instructional strategies and practices to raise student achievement. Online curriculum such as I-Ready, Reflex and Fraks, RAZ kids, and EPIC books provide individualized and adaptive content in Math and Reading to raise student achievement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Familias Unidas and Casa Círculo are two community partners that provide programs and resources to engage parents and families to support student achievement. Additionally, we engage the community with a Science Fair that is combined with a popular Family STEAM night. Acknowledge Alliance also provides Parent Workshops helping families cope with stress and parenting tips. Additionally, the PTO supports the Take Home Reading program for TK-3rd grade. We also have two Scholastic Book Fairs (one in English and one in Spanish) yearly which engages the community in reading.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Adelante Selby Spanish Immersion has a School Site Council and English language Advisory Council to assist in the planning, implementation, and evaluation of ConApp programs. Families participate via the Family Engagement Policy, the annual Panorama Climate survey, and the Site Self-Assessment.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Federal and local funds provide services in the areas of counseling support through Acknowledge Alliance, One Life Counseling, Intervention support, the After School program community partners: Siena Youth Center, Recreation and Parks, the YMCA, and Casa Circulo; support for SEAL/Integrated Units and PLCs, assistance for IEP and SST meetings, and data analysis meetings.

Fiscal support (EPC)

Local Parcel Tax and PTO Funds supplement state and federal funding

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The SSC developed the content of the School Plan for Student Achievement. The SPSA is reviewed annually and updated, including proposed expenditures of funds. A schoolsite council is a group of teachers, parents/guardians/community members, other staff (classified), principal or designee, and students (for secondary schools) who work together to complete the school comprehensive needs assessment and develop, approve, implement, monitor, and evaluate a School Plan for Student Achievement (SPSA), including the expenditures specified in the plan. The teachers, parents/guardians/community members, and other staff (classified) shall be elected by their peers. The SSC is a legally required decision-making body for any school receiving Title I, Part A funds and operating a schoolwide program.

# Dashboard ATSI/CSI Status

| Academic Indicator (ELA&Math) | EL Progress (ELPI) | Chronic Absenteeism Indicator | Suspension Indicator |
|---|---|---|---|
| 2023-2024 Dashboard | 2023-2024 Dashboard | 2023-2024 Dashboard | 2023-2024 Dashboard |

**ATSI Criteria:**
A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status

- All indicators in the lowest two statuses"

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

# Goals, Strategies, Expenditures and Annual Review

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

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**School Climate**
By June of 2026, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

Metrics: Attendance Rate, Chronic Absenteeism, Suspension

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 1: Chronic Absenteeism is in yellow with a 2.6% decline. Subgroups: SWD are in the red with 9.1% increase. Suspensions in the blue are maintained.

We continue to implement our PBIS plan and follow the MTSS framework to provide counseling groups or therapy for students with greater needs.
BT Behaviorist and Friends for Youth.

### Student Enrollment
### Enrollment By Student Group

| Student Enrollment by Student Groups | | | |
|---|---|---|---|
| Student Groups | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| American Indian or Alaskan Native | | 0 | 0 |
| Asian | 4 | 4 | 4 |
| Black or African American | 3 | 3 | 2 |
| Decline to state | 0 | 0 | |
| Filipino | | 0 | 0 |
| Hispanic/Latino | 459 | 474 | 509 |
| Native Hawaiian or Other Pacific Islander | 1 | 1 | 0 |
| Two or More Races | 21 | 20 | 27 |
| White | 68 | 80 | 81 |
| | 556 | 582 | 623 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade Level | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| Kindergarten | 94 | 154 | 170 |
| Grade 1 | 96 | 102 | 107 |
| Grade 2 | 92 | 92 | 96 |
| Grade3 | 83 | 87 | 81 |
| Grade 4 | 66 | 84 | 89 |
| Grade 5 | 81 | 63 | 80 |
| Total Enrollment | 556 | 582 | 623 |

## Attendance Rate

Goal: By June 2027, improve Attendance Rate by 2% each year

| 23-24 Base year | Year 1: 24-25 Expected Outcome | Year 1: 24-25 Actual Outcome | Year 2: 25-26 Expected Outcome | Year 2: 25-26 Mid year |
|---|---|---|---|---|
| 94.1% | 96.1% | 94.6% | 96.6% | 95.6% |

## Chronic Absenteeism

Goal: By June 2027, reduce Chronic Absenteeism Rate by 3% each year

| 23-24 Base year | Year 1: 24-25 Expected Outcome | Year 1: 24-25 Actual Outcome | Year 2: 25-26 Expected Outcome | Year 2: 25-26 Mid year |
|---|---|---|---|---|
| 15.4% | 12.4% | 12.8% | 9.8% | 10.0% |

## Suspension

Goal: by June 2027, reduce Suspension by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs

| Student Group | 23-24 Base year | Year 1: 24-25 Expected Outcome | Year 1: 24-25 Actual Outcome | Year 2: 25-26 Expected Outcome | Year 2: 25-26 Mid year |
|---|---|---|---|---|---|
| All students | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Social Economically Disadvantaged | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| EL | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Homeless | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| African American | N/A | N/A | N/A | N/A | N/A |
| SWD | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| LTEL | N/A | N/A | N/A | N/A | N/A |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **1.1** | Adelante Selby Spanish Immersion has a school-wide system using positive behavior intervention and support that includes social and emotional learning skills and student recognition. | All Students | 1,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **1.2** | Adelante Selby Spanish Immersion will implement a multi-tiered intervention system for behavior that includes advanced tier interventions available for all students. Administration, the . 5 MTSS TOSA and the Screen Team to coordinate parent meetings, SSTs, and 504s as necessary. | All Students | District Funded |
| **1.3** | Additional Yard Duty support for before school, recess, lunch, and after school supervision of students. | All students | 3,000<br>Site Improvement Funds<br><br>15,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **1.4** | One Life Counseling | Targeted students that have been identified through the MTSS Screen Team. | 13,555<br>Site Improvement Funds |
| **1.5** | Acknowledge Alliance Counselor to provide SEL instruction for our 3-5th grade students. The Acknowledge Alliance Counselor will also be available to provide Resiliency Support for all staff | All Students in 3rd, 4th, and 5th grade for SEL | 12,519<br>Site Improvement Funds |

| | | | |
|---|---|---|---|
| | that need support/strategies to help meet the needs of all students. | | |
| **1.6** | All teachers will implement Peace Corners in the classroom for students to manage stress, self-regulate, and to resolve small conflicts that arise. Teachers will also use Community Circles to implement Social Emotional Learning to help students manage and self regulate and to set goals. | All students | |
| **1.7** | School Assemblies to improve the school climate. | All Students | 3,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC) |
| **1.9** | RSP/SDC teachers and the Screen Team to monitor specifically the attendance of SWD/Students with IEPS. For families with a pattern of Chronic Absenteeism, an Attendance Goal will be written into the IEP. | RSP/SDC teachers and Screen Team to monitor specifically the attendance of SWD/Students with IEPS. | |
| **1.10** | The Community School Coordinator and Community School Administration Assistant via the Family Center will promote Family Engagement, Youth Leadership, After School program support, and community partnerships to support the academic and behavioral needs of all students and help improve school climate. | For All Students | 25,000<br>Measure U |
| **1.11** | .20 FTE Music teacher to provide vocal music enrichment classes to grade level cohorts (e.g., K-1st, 2-3rd, 4-5th)on a monthly rotational bases. | All Students | 12,189<br>Measure U<br><br>4,982<br>Title I |
| **1.12** | PE Plus (Physical Education) classes are 100 minutes weekly for students in grades 1st-5th, and 60 minutes weekly for Kindergarten students. | For All Students | 32,262<br>Measure U |
| **1.13** | Behaviorally Challenged students who are identified by the and Screen Team will be referred to the district behaviorist position to help develop a plan to support student success. | For students who need support with regulation | District Funded |
| **1.14** | The Garden Instructor is to provide garden enrichment classes to TK-5th grade classes on a Trimester basis, following the Next Generation Science Standards. | For All Students | 40,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **1.15** | The Dance Instructor provides dance enrichment classes to grade level cohorts (e.g., K-1st, 2-3rd, 4-5th), 1 class weekly on a Trimester basis. | For All Students | 28,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |

| | | | |
|---|---|---|---|
| **1.16** | Family Engagement STEAM and Literacy nights | All Students | 4,000<br>Site Improvement Funds |
| **1.17** | Take Home Reading Program for all students in TK-3rd grades for students to have books in a take-home book bag to read at home nightly 25-30 minutes. | All students in TK-3rd grades | None Specified |
| **1.18** | Art enrichment classes for TK-5th grade every 6 weeks are provided by STEAM instructor and parent volunteers. Materials will be purchased. | All students in TK-5th grades. | 20,774<br>Prop. 28 |
| **1.19** | .5 STEAM Lab/Art instructor to provide STEAM enrichment to grade level cohorts (TK-1st; 2nd-3rd; 4th-5th grades) one class weekly on a Trimester Basis. | All students in TK-5th grades. | 88205<br>Prop. 28<br><br>(Salary/Benefits)<br>1235<br>Site Improvement Funds<br><br>(Salary Benefits) |
| **1.20** | Friends for Youth to provide mentoring support for small groups of students after school. | MTSS Screen Team identifies students that need mentoring support. | |
| **1.21** | All classrooms in TK-5th grade will have at least one Field Trip to extend and enrich learning and provide a positive learning experience for our students. | All students in TK-5th grades | 25,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |

# Goals, Strategies, Expenditures and Annual Review

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

# Goal 2

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Learner (EL) student progress**
Each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.
Increase our reclassification rate to 20%.
Decrease our Long Term English Learner to 10%.

Metrics: Reclassification within 7 years of enrollment, summative ELPAC results

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California Dashboard indicator shows they are in the green band with a 4% increase in progress. 52.2% made at least one years growth on ELPI, with 34.4% maintaining.

School wide designated ELD time where students are grouped at levels to meet their needs. In order to address the concerns and meet our targets this year, we have an Instructional Assistant to help support our English Learner students.

**2024-2025 Summative ELPAC**

| Grade Level | Overall Performance Level 24-25 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | | | | Percentage | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 1 | Level 2 | Level 3 | Level 4 |
| **Kindergarten** | 8 | 14 | 18 | 11 | 16% | 27% | 35% | 22% |
| **Grade 1** | 11 | 19 | 10 | 3 | 26% | 44% | 23% | 7% |
| **Grade 2** | 6 | 12 | 11 | 2 | 19% | 39% | 35% | 6% |
| **Grade 3** | 1 | 19 | 13 | 6 | 3% | 49% | 33% | 15% |
| **Grade 4** | 3 | 6 | 16 | 9 | 9% | 18% | 47% | 26% |
| **Grade 5** | 0 | 8 | 5 | 6 | 0% | 42% | 26% | 32% |
| **All Grades** | 29 | 78 | 73 | 37 | 13% | 36% | 34% | 17% |

* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

**EL Level Growth**

Goal: By June 2027, 55% of grade 2-8 EL students will increase at least 1 ELPAC level

Percentage of students who increase at least 1 ELPAC level

| 23-24<br>Base year | Year 1: 24-25<br>Expected Outcome | Year 1: 24-25<br>Actual Outcome | Year 2: 25-26<br>Expected Outcome |
|---|---|---|---|
| 44.8% | 48.2% | 44.6% | 49.8% |

**Reclassification**

Goal: By June 2027, increase our reclassification rate to 20%.

| 23-24<br>Base year | Year 1: 24-25<br>Expected Outcome | Year 1: 24-25<br>Actual Outcome | Year 2: 25-26<br>Expected Outcome |
|---|---|---|---|
| 10.3% | 13.5% | 22.0% | * |

* School with RFEP rate above district LCAP goal does not have expected outcome.

**Long term English Learner (LTEL)**

Goal: By June 2027, decrease our Long Term English Learner to 10%

| 23-24<br>Base year | Year 1: 24-25<br>Expected Outcome | Year 1: 24-25<br>Actual Outcome | Year 2: 25-26<br>Expected Outcome |
|---|---|---|---|
| N/A | N/A | N/A | N/A |

* School with LTEL rate below district LCAP goal does not have expected outcome.
N/A: No LTEL identified

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **2.1** | Every English Learner (EL) student will receive daily instruction in Designated ELD, aligned with their language levels needs | All English Learner Students | |
| **2.2** | Grade level teams will work to identify EL students who are not making growth on ELPAC and develop an individualized learning plan based on students' needs. | English Learner Students , including SWD/Students with IEPs, who are not making expected growth on ELPAC | District Funded<br><br>Title I<br><br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **2.3** | Planning time for all TK-5 teachers to meet the needs of English Learners. | English Learner students | 12,000<br>Title I |

| | | | |
|---|---|---|---|
| **2.4** | Professional Development around best practices for Designated and Integrated ELD. | English Learner Students | District Funded<br><br>None Specified |
| **2.5** | Instructional Assistant supports identified EL Students | English Learner Students | 12,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC)<br>2000-2999: Classified Personnel Salaries<br><br>30,300<br>Title I<br>2000-2999: Classified Personnel Salaries |
| **2.6** | IEP Goals will include specific supports for ELD intervention. | English Learner Students who also are SWD/ students with an IEP. | |
| **2.7** | Familias Unidas and Casa Circulo parent engagement workshops | EL students | 5,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **2.8** | Mid-year benchmark assessment to measure English Language Proficiency for EL students as measured by ELPAC | EL students | |
| **2.9** | EL and RFEP Progress monitoring by teachers two times a year | EL and RFEP students | |

# Goals, Strategies, Expenditures and Annual Review

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

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ELA and Math**
By June of 2026, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.

(25-26 Adjustments made to the goal once Board approved in June)
By June 2027, RCSD goal is to increase the percentage of students meeting expected annual growth by at least 4 percentage points each year in ELA and Math, as measured by i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Metrics: iReady (eventually CAASPP)

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CA Dashboard indicator shows that Adelante Selby is in the green band for ELA with 16.1point increase and 9.5 points increase for math. Science: indicator in the blue with 5.2 points increase.
ELA subgroups: SWD in red 4-point decline
Math subgroup: SWD in red with a 12.8 point decline

The iReady Reading September 2025 to January 2026 comparison showed:
ELA- 65.4% students met the expected growth by at least 4%. This goal has not yet been met.
Math-62.1% of students met the expected growth by at least 4%. This goal has been met.

To address this need, we have a reading intervention for identified students in grades 1-5th grade. Grades 1-2 focus on reading intervention in Spanish. Grades 3-5 focus on English literacy. TK teachers are supporting with math intervention. There are dedicated planning days to review student data and develop plans to address achievement gaps.

## iReady – Reading – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA

| 23-24 Base year | Year 1: 24-25 Expected Outcome | Year 1: 24-25 Actual Outcome | Year 2: 25-26 Expected Outcome | Year 2: 25-26 Mid year |
|---|---|---|---|---|
| 64.8% | 68.8% | 63.4% | 67.4% | 65.4% |

## iReady – Reading – Placement by Grade

2025-2026 Winter

| Grades | # students tested | % of students on or above level |
|---|---|---|
| | | |
| **Grade 2** | 93 | 38.7% |
| **Grade 3** | 82 | 56.1% |
| **Grade 4** | 88 | 46.6% |
| **Grade 5** | 79 | 39.2% |
| **All Grades** | 342 | 45.0% |

## iReady – Math – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in Math

| 23-24 Base year | Year 1: 24-25 Expected Outcome | Year 1: 24-25 Actual Outcome | Year 2: 25-26 Expected Outcome | Year 2: 25-26 Mid year |
|---|---|---|---|---|
| 46.0% | 50.0% | 55.2% | 59.2% | 62.1% |

## iReady – Math – Placement by Grade

2025-2026 Winter

| Grades | # students tested | % of students on or above level |
|---|---|---|
| | | |
| **Kindergarten** | 109 | 29% |
| **Grade 1** | 103 | 14% |
| **Grade 2** | 96 | 31% |
| **Grade 3** | 82 | 33% |
| **Grade 4** | 87 | 52% |
| **Grade 5** | 80 | 23% |
| **All Grades** | 557 | 30% |

## CAASPP – ELA – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20%

| 23-24 Base year | Year 1: 24-25 Expected Outcome | Year 1: 24-25 Actual Outcome | Year 2: 25-26 Expected Outcome |
|---|---|---|---|
| 8.6% | 12.4% | 18.9% | 20.0% |

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

## CAASPP – English Language Art

2024-2025

| Grades | # students tested | Met or Exceeded standard Count | Met or Exceeded standard Percentage |
|---|---|---|---|
| | | | |

| Grades | # students tested | Met or Exceeded standard Count | Met or Exceeded standard Percentage |
|---|---|---|---|
| **Grade 3** | 87 | 44 | 51% |
| **Grade 4** | 81 | 34 | 42% |
| **Grade 5** | 62 | 34 | 55% |
| **All Grades** | 230 | 112 | 49% |

## CAASPP – Math – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in Math to 16%

| 23-24 Base year | Year 1: 24-25 Expected Outcome | Year 1: 24-25 Actual Outcome | Year 2: 25-26 Expected Outcome |
|---|---|---|---|
| 15.7% | 15.8% | 14.1% | 15.0% |

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

## CAASPP – Math

2024-2025

| Grades | # students tested | Met or Exceeded standard Count | Met or Exceeded standard Percentage |
|---|---|---|---|
| | | | |
| **Grade 3** | 87 | 50 | 58% |
| **Grade 4** | 83 | 23 | 28% |
| **Grade 5** | 62 | 20 | 32% |
| **All Grades** | 232 | 93 | 40% |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **3.1** | Adelante Selby Spanish Immersion has established a school site MTSS Leadership Team that uses data to improve teaching and learning. | For All Students and Identifying/Targeting students who need more support | |
| **3.2** | 2 Instructional assistants to support targeted small groups with math and language arts | EL students and SWD | 65,769<br>Measure U<br><br>45,595<br>Title I |
| **3.3** | Bilingual Instructional assistant supports kinder students | All students | 38,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |

| | | | |
|---|---|---|---|
| | | | |
| **3.4** | Technology updates and repairs | All students | 6,000<br>Site Formula Funds |
| **3.5** | After School Tutoring Support to support Math and Reading. | For targeted English Learners, SWD/students with IEPs, and all other targeted Tier 2 intervention students. | District Funded |
| **3.6** | One reading intervention teachers for grades 3-5 | All identified students | District Funded |
| **3.7** | Online intervention/differentiation (i-Ready, Raz kids, Brain Pop, Newsela, Reflex and Frax) : using technology for universal instruction to differentiate and meet the needs of all students. | For all Engilsh Learners, Tier 2 students, SWD/ students with IEPs, and all other students. | District Funded |

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $87,430.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $544,385.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $92,877.00 |

Subtotal of additional federal funds included for this school: $92,877.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| Measure U | $135,220.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC) | $15,000.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | $152,000.00 |
| Prop. 28 | $108,979.00 |
| Site Formula Funds | $6,000.00 |
| Site Improvement Funds | $34,309.00 |

Subtotal of state or local funds included for this school: $451,508.00

Total of federal, state, and/or local funds for this school: $544,385.00

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Patricia Alcocer | Principal |
| Jessenia Linares | Other School Staff |
| Adriana Calderon | Parent or Community Member |
| Damien Fuentes | Parent or Community Member |
| Lauren Berlin | Parent or Community Member |
| Marina Fashchenko | Parent or Community Member |
| Jen Brown | Parent or Community Member |
| Maria Orozco | Classroom Teacher |
| Frida Miranda | Classroom Teacher |
| Narda Garcia | Classroom Teacher |

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 3/25/2026.

Attested:

| | |
| --- | --- |
| | Principal, Patricia Alcocer on 3/25/2026 |
| | SSC Chairperson, Damian Fuentes on 03/25/2026 |

# 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.**


Stakeholder 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.

# Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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/

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