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
Clifford School	41-69005-6044531	March 10, 2026	April 1, 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

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.

Clifford School Site Plan directly connects to the Redwood City School District LCAP. There are three 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, once board is 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.

Clifford School has detailed actions and services that align with the two main goals also found in the RCSD LCAP. Each School Site Council meeting discusses these three main goals.

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).

Winter 2026 California Healthy Kids Survey Results:

4th-5th Student Areas Favorable:
82% of 4th & 5th graders feel there are caring adults at school.
83% of 4th graders & 91% of 5th graders feel adults at school have high expectations of them.
94% of 4th graders and 86% of 5th graders report feeling academically motivated.
90% of 4th graders and 89% of 5th graders reported feeling safe at school most of the time or all of the time.
78% of 4th graders and 75% of 5th grades feel that the school is clean and neat.

4th & 5th Student Areas of Need:
Only 46% of 4th graders and 50% of 5th graders feel that their participation in school is meaningful.
Only 55% of 4th graders and 61% of 5th graders report that someone at home checks their homework most of the time or all of the time.
80% of 4th graders and 67% of 5th graders report experiencing frequent sadness some of the time or most of the time.

6th - 8th Student Areas Favorable:
On average 68% of students report feeling academically motivated.
On average 67% of students report caring adult relationships at school.
On average 77% of students report high expectations from adults at school.
On average, 75% of students report overal life satisfaction.
72% of 6th & 7th graders feel safe at school.

6th - 8th Student Areas of Need:
On average, only 33% of students report their participation at school as meaningful.
On average, 32% of students report experiencing harassment or bullying at school.
On average, only 69% of students report that they eat breakfast.
14% of 6th graders report that they have considered suicide.
Only 58% of 8th graders reported feeling safe at school.

Family Areas Favorable:
88% of parents agree or strongly agree that their child is motivated to complete school work.
92% of parents agree or strongly agree that their child is hopeful about the future.
85% of parents agree or strongly agree that the school promptly responds to their phone calls, messages, or emails.
95% of parents agree or strongly agree that they feel welcome to participate at school.
87% of parents agree or strongly agree that teachers communicate with parents about what students are expected to learn.

Family Areas of Need:
39% of parents disagree, strongly disagree, or don’t know if school has high-quality programs for their child’s talents, gifts, or special needs.
56% of parents reported harassment or bullying as a small problem, somewhat a problem, or a large problem.
Only 32% of parents strongly agree that the school enforces rules equally.

Family Needs Assessment:
Goal #1 Top 3 programs/activities - Behavior Specialist, MTSS Teacher on Special Assignment, Mental Health
Goal #2 Top 3 programs/activities - Newcomer Aide, Teacher PD, consistent ELD instruction
Goal #3 - Top 3 programs/activities - Small group instruction/specialist, STEAM program & teacher, instructional assistants.
Prop 28 - Top priorities - STEAM and Music

Spring Staff Needs Assessment Survey:

Favorable Comments:
**Caring and committed staff who are great to collaborate with, and also the Clifford parents I work with, for the most part, are truly engaged and care about their kids' well-being, highly respect the staff, and want to partner with the school.
**I like that there are a lot of programs that support the students' growth
**I like Clifford in general, and I really appreciate the leadership of my principal and the leadership team; they genuinely care about our school and support teachers and students in many good ways.
**I think that staff are collaborative and always willing to jump in to lend a hand
**Friendly staff. Parent involvement, strong PTO
**There is a sense of community that I've yet to feel at any other school. I've worked at almost all RCSD sites, and Clifford feels like home.
** like the staff morale, the committed educators, and supportive administration.

Areas of Need:
**Sped needs more support
**Smaller class sizes
**I think that we should invest in curriculum-based tutoring that is standards-based and proven effective so that all of our students have access to the material.
**I don't feel more PD is the answer. We need aides in the classrooms, especially K through 2, to support students and teachers.
**We need general education instructional assistants especially in lower grades like kindergarten or first as they are still working on being independent. I would recommend having less staff developments and more prep time for teachers.
**Increase mental health support at each site, provide more staff support in each classroom, and increase more positions since a lot of sites are short-staffed.

Cliffords needs assessment indicated the following for each LCAP Goal.
Goal 1 to prioritize Student Behavior Specialist, MTSS TOSA and Mental Health suports.
Goal 2 to prioritize supports for newly arrived students, professional development for staff to support English Learners, and continue with curriculum to support ELs.
Goal 3 to prioritize Small group instruction, STEAM, and instructional assistants in the classroom.
For Clifford school they prioritize Social emotional learning, PBIS supports, and Music for Goal 1. Literacy supports and PD for English learner supports for Goal 2. STEAM and Reading Specialist for Goal 3.

Prop 28
Prioritized both Music and STEAM at the school site.

Classroom Observations

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

The principal and assistant principal perform both formal and informal classroom walkthroughs at least 2-3 times per week. Summary of the findings is varied, but generally, most teachers are teaching curriculum with fidelity as well as following district pacing guides and conducting iReady and other mandated assessments within the prescribed testing windows. Some teachers are utilizing lessons provided by iReady to enhance their instruction and reinforce taught concepts with students. Additionally, site administration, staff development, reading specialists, and site coaches will visit classrooms regularly to observe the use of Universal Design for Learning and Integrated ELD practices that will be provided through our focused professional development opportunities.

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)

Clifford uses state and district adopted assessments to modify instruction and improve student achievement including: SBAC, CAST, CAA, iReady, BPST Assessments.

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

Data from both reading and math assessments (iReady for math and reading, BPST & CRLP for reading) are analyzed three times a year. These assessments allow for regular data analysis and accountability in instructional practices. We have an MTSS Leadership Team for the purposes of school-wide data analysis to ensure that students have access to intervention levels 1, 2, and 3 as a part of a comprehensive MTSS plan, and we plan to continue to use these data meetings in the 2026-2027 school year. This includes benchmark assessments in both math and reading three times a year and a plan to utilize data to identify students who need more or less intensive supports and target supports as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified. Two teachers are working towards clearing their 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 all staff development and professional learning experiences are directly connected to content standards, assessed student performance, and professional needs. This includes Integrated Units, continue using Pedagogy of Confidence strategies, and iReady proficiency.

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

Clifford has a full time Reading Specialist and MTSS TOSA who coach teachers in Tier 1 and Tier 2 instructional practices. These professionals work to build capacity in teachers in an instructional coaching role to build strong Tier 1 supports in every classroom and provide Tier 2 supports.

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

Grade level planning and/or cluster planning is provided twice monthly.

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)

Adherence to recommended instructional minutes for reading/language arts and math are in alignment with 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 as per district guidelines to ensure teachers are progressing through content. By the end of the year, students have been exposed to all grade level content standards.

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

RCSD ensures that all students have standards-based instructional materials appropriate to all student groups and following 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)

Clifford uses SBE-adopted and standards aligned instructional materials. Additionally, reading intervention teachers use evidence-based instructional materials (CRLP, Heggerty, and UFli, Language Power) and resource specialists and special education teachers utilize additional evidence based programs (ie. SIPPS) based on student need.

Opportunity and Equal Educational Access

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

Healthy Cities Tutoring is provided through PTO funding and is available to any student based on teacher recommendation and data. Additionally, Special Education teachers and staff provide push-in support and we have a full time Reading Specialist who works with a small group of targeted students in K-5.

Evidence-based educational practices to raise student achievement

Teachers are well trained and knowledgable of their curricular materials and have prepared lesson plans that utilize every instructional minute. Lessons are scaffolded, differentiated to meet all learners needs in order to meet performance goals.

Parental Engagement

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

Currently, Clifford has been classified as a Community School and we have a full time Community School Coordinator and Assistant who provide services and support to families in need. Our PTO (Parent Teacher Organization) funds Healthy Cities Tutoring and also provides funding for our SEL program Project Cornerstone. We have a full time Mental Health Counselor on campus in addition to two part time One Life counselors available for students at academic or social risk. We also have an MTSS Coordinator who works with contacting families whose students have been referred for a Student Study Team meeting or a 504.

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)

Clifford has a School Site Council, English Language Advisory Council and a Parent Teacher Organization that helps in the planning, implementation and funding of our programs.

Funding

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

Full time Reading Specialist, literacy support staff, One Life Counseling services, Full time Mental Health Counselor, TOSA for outreach and MTSS implementation support, Full time Physical Education teacher

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.

Climate
By June of 2027, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports 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.

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.
.
Metrics: Attendance, chronic absenteeism, suspensions

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 data indicates that for chronic absenteesim Clifford is in the yellow band with a decline of 1.6%. For supsensions we are in the green band with a decline of 0.3%.

For students with chronic absenteeism, we have recognized several factors that may be preventing students from keeping a good record of attendance: socioeconomic barriers including transportation and childcare, lack of health services that cause students to be sick more often and miss school, students who have experienced trauma or other hardships being anxious about coming to school, and lack of awareness by families of the impacts of missing school days, and scheduling appointments or other family matters on school days. The school has created a plan with the MTSS TOSA and office staff to address absences. They will continue to monitor and track chronic absenteeism by researching daily student attendance rates and meeting with parents of chronic absentees to formulate a plan for students to attend school. In collaboration with our Family Center staff, we will offer parent education and information events around the importance of school attendance. Families will be given incentives to help promote increased attendance, and increased communication to the community about school attendance will be sent to families by the administration and teachers. Resources will be offered to help the families ensure that students attend school more regularly.

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	1	1	0
Asian	27	31	36
Black or African American	5	3	3
Decline to state	0	0	
Filipino	15	23	19
Hispanic/Latino	321	318	283
Native Hawaiian or Other Pacific Islander	4	4	4
Two or More Races	51	61	80
White	249	257	243
	673	698	668

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	23-24	24-25	25-26
Kindergarten	81	109	106
Grade 1	77	81	68
Grade 2	99	83	82
Grade3	64	82	72
Grade 4	65	65	77
Grade 5	62	65	65
Grade 6	63	70	67
Grade 7	80	66	67
Grade 8	58	78	64
Total Enrollment	673	698	668

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
93.4%	95.4%	93.5%	95.5%	94.6%

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

20.7%	17.7%	19.1%	16.1%	15.0%

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	1.4%	0.9%	1.1%	0.6%	0.6%
Social Economically Disadvantaged	2.2%	1.7%	1.9%	1.4%	1.0%
EL	2.4%	1.9%	2.6%	2.1%	0.7%
Homeless	5.6%	5.1%	3.0%	2.5%	0.0%
African American	N/A	N/A	N/A	N/A	N/A
SWD	2.6%	1.6%	1.9%	0.9%	1.5%
LTEL	5.7%	4.7%	17.4%	16.4%	5.0%

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	To encourage improved attendance and punctuality, for students in need of attendance support, funds will be employed to offer parental programs, educational resources, and support, emphasizing the significance of consistent attendance. Additionally, a family incentive system will be implemented to motivate and reward daily attendance.	All students	1,000 Site Improvement Funds
1.2	Purchase of several applications for students' use, including Epic Books, Renaissance Learning, Accelerated Reader, and RAZ Kids that teachers will use to supplement the reading curriculum.	All students	6,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.3	The library will be given funds to provide new books to keep current material that is current and engaging for students. With these funds, teachers will also have better access to literature to help drive important conversations in the classroom about community, family, identity, race, learning differences, and acceptance for all.	All students	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.4	Regular repair of technology to maintain student use of Chromebooks and tablets.	All students	4325 Site Improvement Funds
1.5	We will contract with Music for Minors to provide weekly music instruction for our Kindergarten	K-3rd Grade Students	26,500 Parent Teacher Association/Parent Faculty

	through 3rd grade students to participate in vocal music.		Club (PTA/PFC/PTSO, PTO, etc.)
1.6	0.5 FTE Middle School instrumental music teacher will provide daily band and orchestra electives. Will also provide weekly music instruction to 4th & 5th grade students.	4th - 8th grade students	27,642 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 27,642 Measure U
1.7	Substitutes for teachers to meet with parents and school teams to discuss student progress, attendance, behaviors, and suspensions at IEP/SST/504 meetings for all students and students with disabilities. Release time for teachers/staff to attend meetings and create plans to address student needs.	All Students	3,000 Site Improvement Funds
1.8	MSI (Marine Science Institute) supports teachers in their science instruction, offering a variety of Next Generation Science Standards (NGSS) aligned, marine science-focused programming and teaching materials to enhance classroom lessons, and includes on-site hands-on experiences with scientists from MSI.	K-5th grade students	4,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.9	Support for middle school electives, lunchtime, and after-school clubs with materials, resources, and or teacher stipends.	6th - 8th grade students	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.10	PE+ program will be offered to students in grades K-6 taught by qualified personnel.	K-6th grade students	26,220 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,550 Site Improvement Funds
1.11	SEL Programs & Curriculum - Provide training and materials for implementing the social-emotional learning programs Character Strong & Purposeful People. Materials for monthly parent volunteer-led Project CornerStone in all TK-8 classrooms. Supports character trait program and Dolphin Awards.	All students	5,750 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4,250 Site Improvement Funds

1.12	The Community School Coordinator works in partnership with the school leadership and governance, and community partners, to assess the school community's needs and assets, ensure efficient coordination of student and family support services, and support the creation of a learning environment that focuses on student achievement and wellness. The community school admin assists the Community School Coordinator to support all Family Center needs.	All students including English Learners, Hispanic, SED, and of Two or More Races	25,000 Measure U
1.13	PBIS Curriculum & Materials - Enhances reading, writing, math, and science achievement through a positive and supportive learning environment. Research demonstrates that PBIS improves the school's social environment, creates an impact on student outcomes such as academic performance, attendance, and behavior, and reduces suspensions. Student motivational items will be purchased for our student store, which students can "buy" with Dolphin tickets. Additionally, motivational items will be purchased and given with an award for student excellence based on teacher recommendation. Two students per grade, per month, will be recognized. Middle School will utilize LiveSchool for PBIS and K-5 will update and revise the PBIS matrix, lesson plans, and acknowledgment systems.	All students	1,000 Site Improvement Funds 2,500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.14	School counselors recognize and respond to the need for mental health services that promote social/emotional wellness and development for all students. School counselors advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career, and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term support.	All students	235,000 District Funded
1.15	One Life counselors will support at-risk students. A designated bilingual counselor supports our Spanish-speaking students. In addition, Clifford also has County Mental Health support for students whose needs require this support based on the student's IEP.	All students	10,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,250 Measure U
1.16	Funding to provide for flexible seating opportunities to be purchased for classroom spaces to promote student engagement and to help meet the needs of different instructional programs, including our contained Specialized Learning Centers.	All students	3,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.17	Funds will be utilized for TK-8 grade students to attend field trips for hands-on learning and experiences. Funds will primarily be utilized for the financing of transportation, effectively reducing	All students	28,000 Parent Teacher Association/Parent Faculty

	parental fees and expanding the opportunity for students of all grade levels to participate in these educational outings. Furthermore, these funds will be used for overnight teacher and staff stipends, and can be applied to in-school experiences and programs that not only enrich the curriculum but also align with grade-level standards.		Club (PTA/PFC/PTSO, PTO, etc.)
1.18	Teacher stipends - Supports teacher leaders involved in school teams dedicated to MTSS, SEL, PBIS, Trauma-Informed practices, and Restorative Practices by providing professional development, training, and stipends. This investment empowers these educators to take a leadership role in fostering a positive and supportive school environment.	All students	2,000 Site Improvement Funds
1.19	Through the referral system, student data, and family requests, the MTSS TOSA role supports the review of individual, small group, and community needs through the Screen Team to determine appropriate interventions and timelines for progress monitoring as defined by the MTSS system being implemented by the site. These Screen Team meetings occur once a week and are attended by Administration, Counselors, School Psychologists, and, periodically, Resource Specialists. MTSS TOSA will also be utilized for small group intervention for students performing below grade level.	All students	87,500 District Funded 78,000 Measure U
1.20	Community School funds to provide supplies and materials for the day-to-day management of the Family Center.	All students including SED, English Learners, Hispanic, Two or More Races	3,000 Measure U

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 Learners
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.

According to the School Dashboard data, English Learner Progress, we are in the red band with 22.1% decline. 29.4% of English learners progressed at least 1 ELPI level.

The progress of our English learners on the ELPAC (California English Language Proficiency Assessment) has been low due to the lack of a consistent implementation of Integrated ELD & D-ELD curriculum and system in years past. For the 2023-2024 school year, the curriculum Language Power was adopted for D-ELD. Teachers have been trained to use this new curriculum, and ELD lessons are being incorporated into daily instruction with fidelity. In the 2024-2025 school year, 3rd - 8th-grade teachers received coaching and training in integrated ELD strategies. Students needing more intensive support receive interventions from our newcomer assistant and literacy specialists.

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	6	4	4	1	40%	27%	27%	7%
Grade 1	7	3	6	0	44%	19%	38%	0%
Grade 2	9	5	2	0	56%	31%	13%	0%
Grade 3	12	4	2	0	67%	22%	11%	0%
Grade 4	2	0	5	4	18%	0%	45%	36%
Grade 5	2	2	5	1	20%	20%	50%	10%
Grade 6	8	5	4	0	47%	29%	24%	0%
Grade 7	4	2	5	2	31%	15%	38%	15%

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
Grade 8	6	6	2	0	43%	43%	14%	0%
All Grades	56	31	35	8	43%	24%	27%	6%

* 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 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
48.2%	50.5%	22.4%	38.7%

Reclassification

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

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
22.1%	22.0%	14.7%	17.5%

* 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 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
19.9%	16.6%	16.9%	13.5%

* 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	ELD Teacher to provide instructional interventions in English Language Development and literacy to students in grades K-8. Will work alongside our Reading Specialist to ensure increased literacy and English development using a district-adopted ELD curriculum. The teacher will work with small groups who demonstrate instructional needs in a pull-out or push-in model.	K-8th grade students	77,000 Title I 23,000 Measure U
2.2	Family Engagement Activities	All EL students	3,000 Title I

			10,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
2.3	Mid-year benchmark assessment for English Learners to measure English Language Proficiency as measured by the ELPAC	EL students	
2.4	English Language Development PD, coaching, and training for teachers.	All EL students	1,000 Site Improvement Funds
2.5	Progress monitoring for twice a year for EL and RFEP students	EL and RFEP	
2.9			

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.

Academic English Language Arts and Mathematics
By June of 2027, 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 and needs board approval)
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 and 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.

According to the California School Dashboard, in ELA, we are in the green band with a 6.1% increase, and in Math, we are in the green band with an increase of 3.4%, and one subgroup, students with disabilities, is in the red band for Math. In Science, we are in the green band with a 3.2 point increase.

Academic performance in ELA for English Learners and Long-Term English learners has been low due to the need for increased support with English Language Development and increased incorporation of lessons on phonics development and informational text reading comprehension. Our English Learners and Long-Term English Learners get 30 minutes per day of designated ELD using the Language Power curriculum, which was adopted in the 2023-2024 school year. Teachers have received thorough training in using the Language Power curriculum. A new phonics curriculum, Heggerty, has been implemented in the 2023/2024 school year for K- 2 students, and teachers have been trained in best practices for phonics instruction. RSP and other specialists providing intervention have consistently been implementing the curriculum SIPPS for a more structured, differentiated, and age-appropriate approach to teaching foundational skills. Teachers participate in Universal Design Learning practices to increase student engagement and participation while making learning relevant to students and their experiences, increasing motivation, understanding, and comprehension.

Academic performance in Math for Long-Term English Learners has been low due to the need for increased support with English Language Development and literacy support to remove barriers of common core math, which requires the ability to read complex word problems. Our Long-Term English Learners get 30 minutes per day of designated ELD using the Language Power curriculum, which was adopted in the 2023-2024 school year. Teachers have received thorough training in using the Language Power curriculum. A large percentage of our Long-Term English Learners are also Students with Disabilities, and in the 2024-2025 school year, these students are getting regular intervention and practice with Read 180 for reading intervention and Zearn for Math support. We are completing our 3rd year of implementation of Illustrative Math for K-5 and in our first year for 6-8. Teachers received professional development and time for preparation and planning of the new curriculum. Illustrative Math increases math proficiency through engaging content that enhances critical thinking through problem-based learning that connects to real-world connections.

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
50.9%	54.9%	56.0%	60.0%	62.8%

iReady – Reading – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	65	45.0%
Grade 1	64	42.2%
Grade 2	80	62.5%
Grade 3	70	57.1%
Grade 4	76	52.6%
Grade 5	65	36.9%
Grade 6	60	50.0%
Grade 7	59	25.4%
Grade 8	60	50.0%
All Grades	599	51.3%

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
40.0%	44.0%	50.8%	54.8%	50.3%

iReady – Math – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	66	59%
Grade 1	63	38%
Grade 2	77	44%
Grade 3	69	28%
Grade 4	76	55%
Grade 5	65	40%
Grade 6	65	45%
Grade 7	65	31%
Grade 8	62	39%

Grades	# students tested	% of students on or above level
All Grades	608	42%

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
7.0%	11.4%	6.3%	13.2%

* 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
Grade 3	81	44	54%
Grade 4	63	37	59%
Grade 5	64	34	53%
Grade 6	70	34	49%
Grade 7	65	38	59%
Grade 8	77	40	52%
All Grades	420	227	54%

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
14.5%	15.0%	9.6%	12.8%

* 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	81	47	58%
Grade 4	63	38	60%
Grade 5	65	32	49%
Grade 6	72	27	38%
Grade 7	65	29	45%

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 8	77	31	40%
All Grades	423	204	48%

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	Reading Support - Part Time	All K-5 students that demonstrate need.	10,000 Measure U 10,000 Title I
3.2	RSP teachers collaborate with general education teachers to support student progress and to align strategies in both settings.	Students with Disabilities	1,000 Site Improvement Funds
3.3	All students will be progress monitored in math and reading at least three times a year by instructional coaches, Administration, and teachers. Teachers will be given release time to meet with Principal and instructional coaches and/or district curriculum development coaches for small group target instruction and math support in order to build teacher capacity in tier 1 instructional practices and to build knowledge of implementation of tier II supports, equitable teaching practices, and inclusive practices in the classroom.	All students including English learners and Long-Term English Learners	1,500 Measure U
3.4	During the day and after school, free tutoring will be provided by Healthy Cities Tutoring for students. After school, teachers may choose to provide tutoring or support to students. Target groups: LTELS, students with disabilities, and students of two or more races.	All students that demonstrate the need	10,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,000 Measure U
3.5	Beginning of the year supplies for classrooms and workspace as well as supplies for the school year, including, leases, and paper. Teachers are also given stipends to buy individual supplies for their classrooms. PTO will reimburse up to $500 per teacher.	All students	20,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1,000 Site Improvement Funds

3.6	Provide STEAM and design thinking materials and activities to all students that incorporate reading, writing, math, science, art, and oral presentation skills. These highly engaging higher-order thinking projects will enhance, reinforce, and grow a student's overall literacy and math skills in a positive manner.	All students	4,000 Prop. 28
3.7	STEAM Teacher on Special Assignment will plan instruction and co-teach lessons involving science, technology, engineering, art, and math during the instructional day and provide opportunities for students to visit the maker space during lunch and recess time.	All students including English learners and Long-Term English Learners	112,076 Prop. 28
3.8	Utilize substitute teachers or aides to provide additional support to the classroom teacher during Tier 1 instruction and Tier 2 intervention, including small group phonics, foundational skills, integrated ELD, reading, and math intervention.	All students including English learners and Long-Term English Learners	1,000 Site Improvement Funds
3.9	Peer Teach empowers students to become confident, collaborative learners who support one another in mastering math. By scaffolding the process of peer coaching, Peer Teach helps transform classrooms into vibrant communities where every student thrives academically and socially.	All students including English learners and Long-Term English Learners	3,240 Site Improvement Funds
3.10	Yondr Pouches refresh for securing students cell phone throughout the school day to prevent distraction and allow students to stay focused on their learning.	All 6th-8th grade students.	1,000 Site Improvement Funds
3.11	Teacher stipends for PLC work, planning, preparation, meetings, outside of their contracted work day.	All students	2,000 Site Improvement Funds
3.12	Guest Teacher (0.5 FTE) - Guest teacher to relieve teachers for meetings, planning, observations, and provide consistent substitute support when there are teacher or aide absences.	All students	319 Measure U 43,181 Site Improvement Funds

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$962,445.00

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	$90,000.00

Subtotal of additional federal funds included for this school: $90,000.00

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

State or Local Programs	Allocation ($)
District Funded	$322,500.00
Measure U	$172,711.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$189,612.00
Prop. 28	$116,076.00
Site Improvement Funds	$71,546.00

Subtotal of state or local funds included for this school: $872,445.00

Total of federal, state, and/or local funds for this school: $962,445.00

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

4 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Kristy Jackson	Principal
Jennifer Overbey	Classroom Teacher
Dione Smith	Classroom Teacher
Kelsey Fowle	Classroom Teacher
Shannon Cody	Classroom Teacher
Clare Scribner	Other School Staff
Julie Harrison	Other School Staff
Alex Chalmer	Parent or Community Member
Jennifer Erskine	Parent or Community Member
Alana Ballon	Parent or Community Member
Susie Crowell	Parent or Community Member
Jennifer Toller	Parent or Community Member
Scarlett Mineta	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

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 March 10, 2026.

Attested:

Principal, Kristy Jackson on 03/10/26

SSC Chairperson, Dione Smith on 03/10/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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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