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
Kennedy Middle School	41-69005-6044531	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 schoolsite council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Kennedy Middle 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 Redwood City School District and Kennedy School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the California Content Standards and California Dashboard Indicators. School goals will influence the entire educational program and are directly aligned with the goals of the LCAP,

specifically in the areas of student outcomes and student and parent engagement. Goals support school improvement on state Dashboard indicators related to school climate, academic achievement, and other locally defined indicators.

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).

This year, RCSD used the California Healthy Kids Survey to administer climate surveys to students and families. The surveys have a multiple-choice component.

Below are some specific areas of growth for Kennedy based on student and family responses to the winter 2025 California Healthy Kids Survey.

Parent Survey

Parent Involvement:
1. While 40% parents who responded to the survey say they are involved at Kennedy, only 58% of parents feel that the school does a great job promoting school events. Thirty-nine percent of parents who responded seek input from the school.
Nearly 30% of families feel welcomed to participate in the school.

While an effort is made to ensure all school events are included in our school Newsletter, one goal for 2026-27 is for the Kennedy admin team to figure out how to promote school events so that all parents feel they are made aware of them. The weekly newsletters can be long, so we may need to consider other ways to communicate school events to families. Families can attend Principal's Coffees, ELAC meetings, and PTO meetings, but we may need to consider different time frames to involve more families. Our office staff will need to determine which families are not signed up for communication and notify them so that they can receive all information.

2. When it comes to making sure students' social-emotional needs are met, 86% of families agree that Kennedy does a great job in this area.

3. On average, there was a 54 % increase from 45% from 2024-25 when asked whether the school does a satisfactory job with Fairness, Rule Clarity, and Respect for Diversity. The current PBIS team includes a parent and a student, so that this area of improvement. There is a continued need for Kennedy staff to be trained on de-escalation practices, SEL training, and consistent PBIS strategies in order to ensure that all students, regardless of their needs, can learn in the classroom setting.

Student Survey
1. There was an increase from 52% to 61% in the area of school connectedness. Sixty-one percent of students feel connected to school. This meets our goal for 25-26.

2. 61% of students feel connected to an adult on campus. There was an increase here (8%). Next steps: further develop our advisory period so that every student can develop stronger ties to their advisory teacher. Promote school clubs so that every student joins at least one club throughout the year.

3. 67% of students feel school is safe or very safe. This is an 11% increase from 2024-25. Next steps: add a student to the safety committee. Routinely seek student advice when discussing school safety.

4. This year's survey showed that students routinely go to bed past 10:00 p.m. Our 6th graders had the lowest percentage and our 8th graders had the highest percentage. This lets us know that this issue needs to be addressed with students during advisory and other classes.

Classroom Observations

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

Kennedy administrators (principal and two assistant principals) visit classrooms on a daily and weekly basis. Teachers focus on a specific instructional practice that relates to the California Standards for the Teaching Profession each month. Feedback is shared with teachers verbally, via email, and through the formal evaluation process if applicable.

The expectation is that all content areas should teach literacy, reading, and vocabulary related to each content area. Grade levels will analyze CAASPP and i-Ready vocabulary and determine which content areas will be responsible for explicitly teaching and monitoring students' progress with literacy and understanding vocabulary.

Kennedy is a 1:1 Chromebook device school for 7th and 8th grade students. Our 7th and 8th grade students are given laptops to take home and bring to school each day. Next year, only 8th graders will be 1:1. The current need is making sure all students who need a Chromebook have one at home. Teachers are encouraged to incorporate technology into their classrooms to encourage student creativity. Teachers have incorporated classroom environment elements the administration requires (agendas, learning objectives, word walls, unit walls, flexible groupings, sentence frames, etc). Teachers are constantly fine-tuning these areas each year.

Universal Design for Learning is an area of focus for the 2025-26 school year as staff tries to adapt English Language Arts and Mathematics instruction to meet the different instructional levels of English Learners and Students with Disabilities.

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)

Kennedy uses state and district assessments to inform instructional practices and improve student achievement. These assessments are: CAASPP/CAST/CAA, ELPAC, and i-Ready. Illustrative Mathematics end-of-unit assessments are also administered by all math teachers.

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

State assessments are used to guide instruction, units, and scaffolds in core subject areas, as well as determine groupings. Those who have not been reclassified as English proficient have daily designated or integrated ELD. (SBAC and I-Ready guide the instruction and differentiation). The remaining students have Expository Reading & Writing class, which provides opportunities for small leveled group literacy instruction based on student SBAC and i-Ready scores.

Math SBAC, i-Ready and IM common assessments help to track math progress and plan instruction. They are also used as criteria for acceleration.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Redwood City School District (RCSD) staff are highly qualified. Kennedy has 3 international teachers and 1 teacher who are in the process of completing their credentials.

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

RCSD and Kennedy provide professional development and access to instructional materials training at the beginning of the school year, monthly, and at the end of the school year. There is also ongoing training and coaching for grade levels, departments, sites, and individuals.

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

RCSD ensures all professional development is directly connected to content standards, student performance and data, as well as professional needs. Training is tailored to content areas, assessments, apps, social emotional learning, and belief in the learners.

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

Staff has access to district instructional coaches and on-site instructional assistance/coaching related technology integration. Administrators also partner with staff to provide instructional assistance and support.

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

Kennedy has collaboration opportunities each month: department, grade level, and whole staff. The District also provides professional learning community opportunities by subject area, as well as opportunities to learn different apps to incorporate in the classroom as learning tools.

For the 2026-27 school year, RCSD has incorporated professional development opportunities that will focus on Integrated English Language Development through California Reading Literacy Project for content teachers of Social Studies and Science staff as well as EWRC units for Language Arts and Ilustrative Mathematics for 6-8.

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 mathematics are 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 are 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. All students have a daily extra reading/writing class or designated ELD. Special education students have access to an extra academic support class.

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 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)

Kennedy uses SBE-adopted and standards-aligned instructional materials. ELD uses the supplemental Language Power curriculum. Special Education uses Read 180 for students reading below 3rd grade level.

Opportunity and Equal Educational Access

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

ELs receive integrated and designated ELD instruction daily, which also includes two sheltered instruction classes for our Newcomers, many of whom speak little to no English, but also have a limited educational background. Our Special Day Class students receive specialized instruction in self-contained classrooms for the majority of the day (but do push out into electives and PE with the rest of the general education population). Our Resource (RSP) students receive specialized academic instruction based on their individual education plans, which include study skills. (Study skills is an academic support class).

Evidence-based educational practices to raise student achievement

All students have an extra reading and writing class (Designated ELD, Expository Reading & Writing). Teachers pull small groups at different levels to give targeted, differentiated instruction. Students use Khan Academy / i-READY My Path lessons for math differentiation weekly in-class and/or at-home. Kennedy has embarked on integrating a full MTSS system.

Parental Engagement

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

Kennedy is a community school, which means there are safety nets available for students through our family center: counseling (individual, groups, and family), partnerships with Healthy Cities Tutoring, KARA partnership for grief counseling, bus passes, gift cards, and food (including but not limited to hosting Second Harvest Food Bank once per month on campus). Kennedy also provides academic assistance, parent technology training, as well as monthly Principal's Coffees, family engagement events, and weekly newsletters to guide parents and share resources. Our Spanish-speaking families also have access to a Kennedy WhatsApp group to get updates about Kennedy in Spanish. Our Kennedy community school coordinator and lead mental health clinician also publish a monthly podcast with updates about Kennedy; the podcast also promotes our monthly family challenges. Students and their families can participate in a challenge, take a picture completing the challenge, and be entered into a drawing in order to win a family prize pack.

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)

Parents, community members, teachers, students, and other school staff participate in the planning, implementation, and evaluation of programs. We have Site Council, ELAC, PTO, staff leadership team, and Principal's Coffee meetings monthly to give input and tour the school. The weekly newsletters provide opportunities for input.

Funding

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

Categorical funds provide services for underperforming students for counseling, tutoring, technology tools, clubs, Positive Behavior Interventions and Supports (PBIS) education, math and science programming, family engagement.

Fiscal support (EPC)

N/A

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.

Kennedy has identified three resource inequities according to the California Dashboard. First, Chronic Absenteeism continues to be an area of growth for students with disabilities (SWD) and long-term multilingual learners. Secondly, our SWD continues to be suspended more than other groups. Third, SWD and long-term multilingual learners have lower academic performance in English language arts and math.

Chronic absenteeism rates are a lingering effect of the pandemic. Parents keep their students home when they have COVID-like symptoms such as congestion, cough, headaches, runny nose, fever, sore throat, etc. This year, our newsletter has reminded families that students can be at school as long as they do not have a fever or vomiting concerns. This school year, we saw an increase in the number of African-American (Black) students who have chronic absenteeism.

For students with chronic absenteeism, our school attendance clerk and assistant principal monitor and track chronic absenteeism for Students with Disabilities, Long-term ELs, and African-American (Black) students. The team will research daily student attendance rates and meet with parents of students with chronic absenteeism to formulate a plan for students to attend school. Home visits will be implemented. Students will be given incentives to help promote increased attendance. Home visits will also be conducted for students who are on the chronic absentee list. Resources will be

offered to help families make sure that the student attends school more regularly. Kennedy will recognize students with good and improved attendance at the end of each trimester.

Students with disabilities have been disproportionately suspended due to dysregulation and inability to cope with their emotions, thus leading to outbursts or inappropriate behavior. In order to alleviate the number of suspensions for Students with Disabilities, we are implementing targeted SEL lessons, buddy rooms, check-ins with school administration, and PBIS Cougar Cash to meet school-wide expectations. Additionally, we will continue with three additional mental health counselors to support all students; we will have a total of four mental health counselors on site. In 2026-27, Kennedy will receive $25,000 from Wholeschool Mindfulness to focus on SEL strategies for the entire student body and staff community. Our lead mental health counselor will work with the principal to determine how we can decrease suspension rates while meeting the mental health needs of our students. Finally, Kennedy will partner with Tobacco Use Prevention through the San Mateo County Office of Education in order to provide tobacco-specific student instruction and supplemental strategies, which include reinforcement activities and school-wide events.

Academic performance in ELA and math for Students with Disabilities has been low due to inefficient phonics and reading strategies, along with ineffective scaffolding within the classroom. SWD who read below grade level will continue to have a reading class that uses Read 180. Kennedy will partner with a local organization, College Advising Prep, to pair SWD with teachers who can offer targeted tutoring. We also plan to adjust our Expository Reading & Writing classes so that they are leveled. This will allow students to have targeted support based on their reading and writing levels.

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.

Chronic absenteeism, suspension
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, 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 of English learners at Clifford and Henry Ford.

Improve the attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other subgroups: SED, ELs, Homeless, each year, and by 1% annually for African Americans, and Students with Disabilities, subgroups 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.

Kennedy's area of need is based on the CA Dashboard reports that homeless have the highest rate of suspension during 2024-25. As we plan for next year, we want to ensure that Homeless have behavior support plans if needed. Our plans for 2026-27 include Universal supports (Tier 1): Clear expectations, school-wide norms, predictable routines, Targeted interventions (Tier 2): Check-In/Check-Out systems, behavior contracts, social skills groups, and Intensive interventions (Tier 3): FBA/BIP (Functional Behavior Assessments and Behavior Intervention Plans), wraparound services, 1:1 supports.

Chronic absenteeism dropped by 3.1% thanks to regular attendance tracking and meetings, screening meetings, and case management of Newcomer families, as well as implementing individualized solutions for students on a case-by-case basis. This year, Kennedy implemented a number of processes around meeting with all Newcomer families to help address needs and trauma. Regular follow-up calls and meetings continued after the initial meeting by the Kennedy Family Center and a District liaison. Our goal for next year is to increase attendance rates for 26/27 to 96%. This will require our staff to connect with chronically absent students before the school year starts and develop plans for these students.

Families are positive about all of the academic, extracurricular, and social program opportunities before school, during school, and after school. They are also very positive about Kennedy administrators. Concerns remain academic rigor and achievement for all students. Families want their students to be challenged if they are at grade level or higher.

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	18	22	16
Black or African American	10	10	9
Decline to state	1	0	
Filipino	4	3	4
Hispanic/Latino	561	623	603
Native Hawaiian or Other Pacific Islander	6	6	6
Two or More Races	35	31	34
White	116	113	105
	751	808	777

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	23-24	24-25	25-26
Grade 6	247	288	262
Grade 7	271	247	278
Grade 8	233	276	237
Total Enrollment	751	808	777

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
92.2%	94.2%	92.9%	94.9%	94.2%

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
23.8%	20.8%	20.7%	17.7%	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	Year 1: 24-25 Actual Outcome	Year 2: 25-26	Year 2: 25-26 Mid year

		Expected Outcome		Expected Outcome	
All students	3.0%	2.5%	1.6%	1.1%	0.3%
Social Economically Disadvantaged	4.1%	3.6%	2.3%	1.8%	0.4%
EL	4.1%	3.6%	2.3%	1.8%	1.1%
Homeless	9.5%	9.0%	3.8%	3.3%	2.1%
African American	10.0%	9.0%	0.0%	0.0%	0.0%
SWD	6.5%	5.5%	3.0%	2.0%	1.2%
LTEL	6.1%	5.1%	1.2%	0.2%	3.0%

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	Through a robust referral process, all students are supported and connected to counseling services in a timely manner. Students receive counseling services from our licensed school site counselor or certified clinicians from our partnering organizations. In 2026-27, Kennedy will partner with One Life Counseling and Caminar.	Available to all Students	48,489.00 Title I 17,511 Measure U 2,936 Site Improvement Funds
1.2	Kennedy will participate in the community school model. There is a yearly contribution required to support the family center model at Kennedy.	Available to all Students	25,000 Site Improvement Funds
1.3	Student assemblies and rewards to support Positive Behavior Intervention Supports (PBIS). Assembly topics could include: Healthy Coping Skills, Drugs and Alcohol, Internet and Tech Safety, and Anti-Bullying messaging.	Available to all Students	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.4	Kennedy will partner with El Centro de Libertad and TUPE, organizations that offer prevention and education for middle school programs. Through group therapy sessions, discussions, and classroom education, facilitators address any specific issues occurring in students' lives. Issues can range from substance abuse, depression, anxiety, grief, and loss. The purpose is to educate on reducing stress and improving coping skills and help students determine alternatives to using tobacco, drugs, and/or alcohol. Participation in these programs also serves as an alternative to suspension.	Students who have engaged in drugs or alcohol at school or outside of school.	0

1.5	Give Kennedy teachers ELA,ELD, and math teachers one-half or a full planning day per trimester to analyze students' reading, math, and writing data. This is meant to help teachers plan together and create rigorous lessons to increase student achievement.	Available to all students	12,736 Measure U
1.6	Two campus supervisors will be hired in order to ensure the campus is safe for all students. Campus supervisors support with supervision on campus, in classrooms, and in bathrooms.	Available to all students	General Fund General Fund
1.7	Kennedy's teachers will use Wayfinder for SEL during their scheduled classtime.	Available to all students	None Specified
1.8	Cougar Leaders, Forty-five 8th-graders have been paired up with our 6th-graders in order to provide mentorship and guidance for our 6th-graders' first year of middle school. The purpose of this year-long program is to help 6th graders feel more comfortable, as well as help them to be successful and social during their first year of middle school. The sixth-grade orientation and transition program is designed to both welcome and support sixth graders by assigning them eighth-grade Cougars Leaders as mentors during their first year. The Cougar Leaders are hand-selected students who are good role models and positive leaders on our campus. Cougar leaders lead activities with 6th-grade mentees once a month throughout the school year. Topics of focus are kindness, Cougar pride, anti-bullying, being a good friend, and other admin-decided themes and topics.	Available to all students	None Specified
1.9	Our MTSS TOSA, our attendance clerk, and our assistant principal will meet weekly and quarterly to tier and monitor attendance concerns. The team will identify needs and offer support to students with disabilities and their families. A plan will be created and monitored with the student and their family.	Available to all students; focus on students with chronic absenteeism	District Funded
1.10	Summer Bridge Program is an orientation before school begins for 6th grade students to help their transition to middle school. Students will attend classes in core and elective subject areas focusing on team building and hand on activities. The cost includes the price of supplies (building materials) and the cost of staff.	All 6th-Grade Students	10,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.11	Kennedy music electives enhance school belonging, so we will continue to find ways to enhance the music program to include festivals, field trips, a summer program, Jazz Band, after-	Music Students	7,000 Measure U

	school rehearsals, room improvements, musical instruments, and other music clubs.		
1.12	Clubs and academic supports to enhance student choice and extracurricular activities through before school, lunchtime, and after school clubs. (Materials and stipends).	Available to all students	20,000 Measure U
1.13	Fund a full time STEAM teacher's for electives	Available to students in STEAM electives.	87,000 Measure U 93,185 Prop. 28
1.15	STEAM / Arts Related Materials & Chromebook Applications	Available to students in STEAM electives	23,332 Prop. 28
1.16	Administration/Family Center Coordinator/MTSS TOSA to attend all SARB meetings. All families receiving attendance letters will receive a call from office staff to try and help improve attendance and communication.	Long-term multilingual learners and Black students with chronic absenteeism	None Specified
1.17	A behavior support team comprised of the Site Admin, Family Center Coordinator, MTSS TOSA, resource specialist, and psychologist will meet biweekly to communicate the universal behavior support system and report it to the Leadership Team. Procedures will be put in place to measure the fidelity of implementing the universal behavior support system and practices for students with disabilities.	Long-term multilingual learners, Students with Disabilities	None Specified
1.18	Marine Science Institute BWET program. Enhances science curriculum and provides field trip and guest speaker opportunities.	6th-Grade Students	27,000 Title I
1.19	The Boys and Girls Club of the Peninsula partners with families, schools, and school districts to provide students with expanded learning opportunities through after-school, summer, and school day programming. Students receive homework support and academic skill-building and targeted intervention for select students, facilitated by Youth Program Leaders and Middle School Success Advisors. Programming is offered by using Federal, State, private, and local funding sources. BGCP is can serve up to 140 students.	BGCP Boys and Girls Club After School Program	After School and Education Safety (ASES)
1.20	Chromebook Purchases and Repairs are required in order to make sure students can access grade-level curriculum, assignments, and elective courses.	Available to all students	20,000 Measure U
1.21	Purchase Chromebook Carts for 6th-Grade	Available to 6th-grade students	18,000 Measure U
1.22	Replace or Update Teacher Technology & Adaptive Classroom Furniture	Available to all students	10,000 Measure U

1.23	PBIS rewards and incentives for students who follow schoolwide expectations; PBIS Student Store.	Available to all students	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.24	Wholeschool Mindfulness and additional student counseling support	Available to all students	25,000 Other

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 Language Development
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.

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 seven 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.

On the California Dashboard 2024-2025, Kennedy's ELs had and increase from 47.8% to 48.9% making progress which was an increase of 1.2% from the prior year. For the Long Term English Learners Kennedy had a decrease from 57.3% (23/24) to 40.3% (24/25) making progress Kennedy will continue to work with staff to address these areas for the 2026-27 school year.

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
Grade 6	13	21	28	16	17%	27%	36%	21%
Grade 7	15	6	16	22	25%	10%	27%	37%
Grade 8	7	16	23	16	11%	26%	37%	26%
All Grades	35	43	67	54	18%	22%	34%	27%

* 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
47.8%	50.2%	48.9%	52.0%

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
32.0%	*	26.4%	*

* 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
57.3%	41.5%	40.3%	25.2%

* 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	Academic support before school and after school (math and reading support); pay for credentialed teachers to run these support groups.	ELs and SWD	None Specified
2.2	ELs at ELPAC Levels 1-4 will receive specialized instruction during a daily block of time for Designated English Language Development.	English Learners	None Specified
2.3	All students have an extra literacy period each day to increase reading and writing skills (Expository Reading & Writing, or ELD). To support this class, students have access to leveled applications to support their learning. Read 180 is a digital application that supports students reading below 3rd grade level for students with disabilities and Amplify Reader is an add-on of Amplify ELA that supports students reading above 8th grade level. These programs are very valuable in assisting staff and meeting the diverse needs of the students in each of their classes.	EL students and SWD	None Specified None Specified
2.4	EL students complete a mid-year benchmark assessment to monitor their progress.	EL students	
2.5	Academic Tutoring After School (CAP Tutoring)	ELs and SPED Students	District Funded
2.6	Kennedy will partner with Los Ayudantes for reading volunteers to work with student in classrooms, or one on one. Los Ayudantes partners collaborate with ELD staff on targeted student support.	EL Students	None Specified

2.7	The Community School Coordinator and Principal will plan monthly parent support days aimed at parents of ELs; these workshops will focus on parental involvement and support	Available to all students with a primary focus on ELs and SWDs.	9,800 None Specified
2.8			None Specified

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.

Academics: ELA & Math
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.

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. This will replace the prior written goal)
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.

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.

On the California Dashboard for 2024-25, Kennedy's overall score in language arts increased by 2.8%, and in mathematics, decrease of 0.7% to 2.3%. The target groups for ELA are Long Term English Learners which declined in ELA by Maintaining -0.5 Points. In Mathematics the following subgroup in in red on the CA dashboard: Students with Disabilities. Movement from red to orange was English Learners Increased 15.3 Points, Long Term English Learners Increased 9.7 points, SED Increased 11.8 Points. All of these areas will be addressing with teachers for the following school year.

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
50.6%	54.6%	54.1%	58.1%	50.2%

iReady – Reading – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Grade 6	248	33.1%
Grade 7	265	31.3%

Grades	# students tested	% of students on or above level
Grade 8	223	40.8%
All Grades	736	34.8%

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
59.7%	63.7%	47.3%	51.3%	51.8%

iReady – Math – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Grade 6	256	32%
Grade 7	259	22%
Grade 8	225	28%
All Grades	740	27%

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
4.5%	9.7%	7.3%	13.7%

* 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 6	276	112	41%
Grade 7	229	126	55%
Grade 8	264	151	57%
All Grades	769	389	51%

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	Year 1: 24-25	Year 1: 24-25	Year 2: 25-26

Base year	Expected Outcome	Actual Outcome	Expected Outcome
3.2%	7.5%	2.5%	9.3%

* 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 6	278	71	26%
Grade 7	235	82	35%
Grade 8	264	87	33%
All Grades	777	240	31%

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	Students are encouraged to communicate core school decisions to Student Council representatives who bring ideas to the School Leadership Team to review.	Available to all students	
3.2	Teachers will have PLC and planning time to analyze data to make instructional decisions for students.	Target group SWDs	None Specified
3.3	All students have an extra literacy period each day to increase reading and writing skills (Expository Reading & Writing, or ELD). To support this class, students have access to leveled applications to support their learning. Read 180 is a digital application that supports students reading below 3rd grade level for students with disabilities and Amplify Reader is an add-on of Amplify ELA that supports students reading above 8th grade level. These programs are very valuable in assisting staff and meeting the diverse needs of the students in each of their classes.	All Students	
3.4	SWD with disabilities who are third grade level and lower for reading will receive Read 180 instruction from a special education teacher. Our resource teachers are aligning resource support with the general education staff in order to meet the individual needs of SWD.	Students with Disabilities	None Specified
3.5	The MTSS Leadership team will be developed to address tiered support for all students	All students	None Specified
3.6	Review ELA/ELD Framework with staff to address red indicators and how this supports students	All students	

3.7	Electives are a big part of a Kennedy's student's ability to have choice. Elective teachers will work together to ensure elective classes are academically sound and provide students additional reading, writing, and math instruction based on the type of elective students choose.	All students	None Specified

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	$104,296.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$466,989.00

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	$75,489.00

Subtotal of additional federal funds included for this school: $75,489.00

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 ($)
	$0.00
Measure U	$192,247.00
None Specified	$9,800.00
Other	$25,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$20,000.00
Prop. 28	$116,517.00
Site Improvement Funds	$27,936.00

Subtotal of state or local funds included for this school: $391,500.00

Total of federal, state, and/or local funds for this school: $466,989.00

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

3 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Chandra Leonardo	Principal
Shanna Laney	Other School Staff
Cynthia Cardona	Other School Staff
Jennifer Virnich	Classroom Teacher
Endre Balogh	Classroom Teacher
Robin Hayes	Parent or Community Member
Chuck Walter	Parent or Community Member
Arnulfo Prado	Other School Staff
Princess Margaret Paz	Classroom Teacher
Katie Robles	Other School Staff
Jim Smith	Parent or Community Member
Whitney Glockner-Black	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 03/25/2026.

Attested:

	Principal, Chandra Leonardo on 04/13/2026
	SSC Chairperson, Chuck Walter on 04/13/2026

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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