School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Adelante Selby Spanish Immersion School	41-69005-6044580	4-23-2025	May 14, 2025

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)

X Schoolwide Program

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

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

The Adelante Selby Spanish Immersion School Site Plan (SPSA) directly connects to the Redwood City School District LCAP. There are three main goals addressed:
(1) By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.
Improve Attendance rate by 2% each year in all groups.
Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

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

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

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

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

Comprehensive Needs Assessment Components

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

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

The 2024 Fall Climate Survey results indicate positive work by our school staff towards meeting Goal 1 climate and safety goals for our 3rd, 4th, and 5th grade students. Highlights of the student survey showed that 80% of students "felt safe at school" (14% higher than district average or 66%), 78% of students felt the teachers "believes I'll be successful"(11 % points higher than the district average of 67%), 74% of students "felt happy at school"(12% higher than the district average of 62%), and 73% of students voiced there "is a teacher that cares about me"(15% points higher than district average of 58%). Two areas on the student survey with lower percentages to improve are that 61% of students said that there was a staff that "notices when I am not here"((3% higher than district average of 58%), and 55% of students said there was a teacher that checked on how I feel(10% higher than district average of 45%). Overall, the climate survey results demonstrate that students feel safe, happy, cared about, and that teachers and staff have high expectations and believe in them.

California Healthy Kids Survey: It should be noted that only 66% of 4th graders and only 41% of 5th graders took the survey as a large % of parents did not give permission. We do not have district averages to compare, but overall the highlights of students that "Agreed" or "Strongly Agreed" : 80% felt "connected to school" ; 88% felt teachers and staff have "high expectations", and 90% of students felt "academically motivated". An area of concern with lower percentages was "meaningful participation" which overall was at 45%(this question is about students having more say in what and how they learn).

CA Parent Survey: It should be noted that there were only 203 parent responses(35% of total population). Highlights included 97% of parents felt welcome to participate at school; 97% felt the school is clean and well-maintained; 97% felt the staff encourages parents to be an active partner with the school ; 98% felt that teachers/staff promote academic success for all students, and 94% felt the staff treat parents respectfully. There were no areas of concerns from parents with significantly lower %.

A Needs Assessment Survey was given to parents to prioritize our budgetary expenses/cuts for next year. Parents overwhelming want to prioritize Counseling, Intervention, and STEAM. The lowest approval was for MTSSA TOSA and Administration positions. The Prop 23 Needs Assessment results continue to overwhelmingly support the STEAM teacher position, particularly as the teacher can also teach Art as well as Dance and Music.

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

Expectations Walk Throughs were done focusing on classroom environment and student engagement in the first month of school. Overall, classrooms were orderly, Agendas, Focus Walls completed with Essential Questions, standards, and sentence frames showed focus of study, and student work was posted. Most classrooms in all grades are currently working on differentiation and building "stamina" allowing for multiple grouping strategies: whole group at tables/desks, independent work, small groups, and large group at carpet. Teachers have set up Peace Corners to help resolve conflicts and for students to self-regulate, Community Circles/Class Meetings are employed daily in the morning (or as needed) to check in on feelings and practice mindfulness to help students focus. Teachers were also observed and given feedback around Cross Linguistic Transfer and Cognates. Teachers in TK-3rd grades continue to implement Integrated Units, alternating units of study between Science and Social Studies themes. Teachers in 3rd- 5th grades are deepening the implementation of Pedagogy of Confidence thinking strategies and scaffolds to elicit High Intellectual Performance. Teachers are more comfortable implementing the new Illustrative Math routines: Warm Up, Activities, Synthesis, Math Games, Cool Down. In K-2 they are learning assessing and use the routines for the Aprendo a Leer Spanish Phonics supplement. 2nd grade teachers started with Heggerty English Phonics instruction earlier this year as the 80% fluency in spnaish phonics was achieved earlier whichis a change from last year. The 3rd-5th grade teachers are assessing and implementing the CRLP program from UC Berkeley (based on the Science of Reading) for teaching literacy and Phonics as well as utilizing the Benchmark Language Arts program. Additionally, there was an initial training on "Language Power", the DELD supplement, in September by Katherine Rivera(the ELD Director), and we had a walk through with Katherine Rivera during Designated ELD to look at Language Power implementation. She also walked through on April 22 and noted: I was especially impressed by the writing work happening in the upper grades. She highlighted how teachers were using engaging language strategies getting kids talking, thinking, and connecting with

each other. She also gave positive feedback how teachers are building in support while still pushing students to express their ideas in writing in a thoughtful. manner so that students build real confidence and ownership over their language.

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)

(Goal 1) We have slightly higher enrollment this year with 580 students compared to last year's 565 and will need to add a third TK classroom next school year due to parent demand for our program. TK-1st grade enrollment remains high with waiting lists to get in, but in 3rd-5th grades we are losing students with only a few new students transferring in. Part of the reason for the decline is that students have to pass a test demonstrating they understand Spanish starting in 2nd grade to be accepted into the program. Typically, we are mostly getting Newcomer students at those upper grade levels and not bilingual students. A significant concern for next school year is that 9 current Second Grade students have accepted invitations to transfer to North Star Academy. Noteworthy, we have 68% of our families identified as low income or Unduplicated Students which is about 3% higher than last year in 2023-2024. Our SPSA target to decrease Chronic Absenteeism significantly was met for last year improving by 9.6% overall as we went from 24.9% in '22/'23 to 15.3% in '23/'24. Current Attendance data up until December 2024 for Chronic Attendance is at 17% which is well below our Target of 13.3%. There were no formal suspensions this past year to date and very few disciplinary problems except for a few students in 1st grade who need more intensive Tier 2 and Tier 3 interventions.

(Goal 2) There were a total of 231 English Learners last year or 40% of all students (see ELPAC 2022-23 Summative Data below)): Level 1 had 18% students, Level 2 had 37%, Level 3 had 35% and level 4 had 11%. The overall percentages in each level remained constant from the previous school year, but overall there were 6% less English Learners. There were 12 students Reclassified as Fluent English Proficient students this school year which was a slight improvement over the previous year. We did not meet the goal of every EL student making one level of progress, but there was a slight improvement in the overall percentage who showed growth over the previous year. The cohort grade level growth comparisons were significant 3rd-5th grades: 3rd grades moving to 4th grade made a 18.9% improvement: from 26.9% in 3rd grade 22/23 to 45.8% in 4th grade in '23/'24; and 4th grade moving to 5th grade made a 10.3% improvement: 42.3% in 4th grade in 22/23 to 52.6% in 5th grade in 23/24. of students A concern is that there are 17 Long Term English Learners in 5th grade this year 2023-2024. We are seeing a need to have more staff development around Designated ELD in order to improve the number of students meeting the goal of "Re-designating" to Fluent English Proficient by 5th grade.

(Goal 3) 2024-25 i-Ready Data At or Above Grade Level 1st-2nd Trimester Comparison: Reading: 53% in March up 23% from 30% in September and met the yearly SPSA Target which was 53%. Significantly, yearly SPSA Grade Level Targets were met with exception of 4th grade which missed by 4%; Math: At or Above Grade Level 1st-2nd Trimester Comparison: 40% up 29% from 11% in September and surpassed the SPSA Target of 32% by 8%. All yearly SPSA grade level Targets were met in Math with the exception of 4th grade which missed by 4%.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers now meet the requirements(1 teacher recently completed her credential requirements).

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

English Language Development (ELD) instruction is integrated into the curriculum and instruction in all content areas, and Designated ELD is provided in either small group or whole class. Additionally, some Special Education students SWD/Students with IEPs are pulled out for small group intervention in Reading, Math, DELD, or Speech as per the goals and services listed in their IEP.   Reading intervention is provided for underperforming students who need further support in small groups in Grades 1st-5th. Math intervention is provided for students in 4th and 5th grade.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)
Local Parcel Tax and PTO Funds supplement state and federal funding

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Dashboard ATSI/CSI Status

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

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

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

Resource Inequities

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

We are no longer in ATSI as we no longer have any indicators according to the California Dashboard. However, we do still have concerns with Chronic Absenteeism for Students With Disabilities(SWD) (17.9% in 2023-24). Currently, there is a spike of 27% Chronic Absenteeism for SWD which is a concern for the school.

Chronic Absenteeism has been a challenge for all students (and particularly SWD/Students with IEPs) over the last few years. Our school has created a plan where the MTSS TOSA, RSP/SDC teachers, and Office Staff will monitor and track chronic absenteeism for Students with Disabilities(SWD). For families with a pattern of Chronic Absenteeism an Attendance Goal will be written into the IEP. Parents will also be contacted via phone call and emails from both the MTSS Coordinator and the RSP/SDC teacher when a student is absent. If the parent is not answering the phone call or email, home visits will be done to check on the welfare of the student and encourage attendance. Incentives will be provided when students are meeting the attendance targets weekly and monthly recognition will be provided as well. Additionally, Parent Meetings will be held with the

administration to provide additional support for families. Referrals to Familias Unidas and Casa Círculo parenting classes will be made for parents that need more support.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

We have slightly higher enrollment this year with 580 students compared to last year's 565 and will need to add a third TK classroom next school year due to parent demand for our program. TK-1st grade enrollment remains high with waiting lists to get in, but in 3rd-5th grades we are losing students with only a few new students transferring in. Part of the reason for the decline is that students have to pass a test demonstrating they understand Spanish starting in 2nd grade to be accepted into the program. Typically, we are mostly getting Newcomer students at those upper grade levels and not bilingual students. A concern is that 9 current 2nd grade students accepted invitations to transfer to North Star next year. Noteworthy, we have 68% of our families identified as low income or Unduplicated Students which is about 3% higher than last year in 2023-2024. Our SPSA target to decrease Chronic Absenteeism significantly was met for last year improving by 9.6% overall as we went from 24.9% in '22/'23 to 15.3% in '23/'24. Current Attendance data up until December 2024 for Chronic Attendance is at 17% which is well above our Target of 13.3%. There were no formal suspensions this past year to date and very few disciplinary problems except for a few students in 1st grade who need more intensive Tier 2 and Tier 3 interventions.

Chronic Absenteeism continues to be a concern/challenge for all students (and particularly SWD/Students with IEPs). Our school has created a plan where the MTSS TOSA, RSP/SDC teachers, and Office Staff will monitor and track chronic absenteeism for Students with Disabilities(SWD). For families with a pattern of Chronic Absenteeism an Attendance Goal will be written into the IEP. Parents will also be contacted via phone call and emails from both the MTSS Coordinator and the RSP/SDC teacher when a student is absent. If the parent is not answering the phone call or email, home visits will be done to check on the welfare of the student and encourage attendance. Incentives will be provided when students are meeting the attendance targets weekly and monthly recognition will be provided as well. Additionally, Parent Meetings will be held with the administration to provide additional support for families. Referrals to Familias Unidas and Casa Círculo parenting classes will be made for parents that need more support.

We continue to implement our PBIS plan and follow the MTSS framework to provide counseling groups or therapy via the .5 FTE Counselor or One Life for students with greater needs.Additionally, Friends for Youth mentors a targeted group of students after school. There have been no formal Suspensions this school year (2023-24) and very few disciplinary problems in general with the notable exception of a few students in Kindergarten who struggle with significant behavioral challenges. The district behaviorist is supporting the teachers and students with these individuals who need more Tier 2 level of support.

Student Enrollment
Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	**Number of Students**		
	22-23	**23-24**	**24-25**
American Indian or Alaskan Native	0		0
Asian	4	4	4
Black or African American	3	3	3
Decline to state	0	0	0
Filipino	0		0
Hispanic/Latino	450	459	474
Native Hawaiian or Other Pacific Islander	1	1	0
Two or More Races	17	21	21
White	70	68	80
	545	556	582

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	**Number of Students**		
	22-23	**23-24**	**24-25**
Kindergarten	117	94	154
Grade 1	94	96	102
Grade 2	92	92	92
Grade3	66	83	87
Grade 4	83	66	84
Grade 5	93	81	63
Total Enrollment	545	556	582

Attendance Rate

Grade Level	2024-25 As of 04/04/2025
Kindergarten/TK	93.5%
Grade 1	94.4%
Grade 2	94.8%
Grade3	95.3%
Grade 4	95.3%
Grade 5	94.7%
All Grades	94.5%

Chronic Absenteeism

Student Groups	2024-2025 As of 04/04/2025		Target	
	Count	**Rates**	**2024-25**	**2025-26**
American Indian or Alaskan Native	0	0%		
Asian	0	0%	20%	
Black or African American	0	0%	7%	
Filipino	0	0%		
Declined to State	0	0%	10%	
Hispanic or Latino	78	16%	23%	14%
Native Hawaiian or Other Pacific Islander	0	0%	10%	
Two or More Races	0	0%	10%	
White	6	8%	8%	7%
Total	84	14%	22%	13%

Student Groups	2024-2025 As of 04/04/2025		Target	
	Count	Rates	2024-25	2025-26
Kindergarten	33	21%	30%	25%
Grade 1	15	15%	25%	19%
Grade 2	11	12%	20%	13%
Grade 3	9	10%	15%	10%
Grade 4	6	7%	20%	8%
Grade 5	10	16%	17%	5%
Total	84	14%	21%	14%

Suspension

Student Groups	2024-2025 As of 04/04/2025		Target	
	Count	Rates	2024-25	2025-26
American Indian or Alaskan Native	0	0%	0	0
Asian	0	0%	0	0
Black or African American	0	0%	0	0
Filipino	0	0%	0	0
Declined to State			0	0
Hispanic or Latino	0	0%	0	0
Native Hawaiian or Other Pacific Islander	0	0%	0	0
Two or More Races			0	0
White	0	0%	0	0
Total	0	0%	0	0

Student Groups	2024-2025 As of 04/04/2025		Target	
	Count	Rates	2024-25	2025-26
Kindergarten	0	0%	0	0
Grade 1	0	0%	0	0
Grade 2	0	0%	0	0
Grade 3	0	0%	0	0
Grade 4	0	0%	0	0
Grade 5	0	0%	0	0
Total	0	0%	0	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	Adelante Selby Spanish Immersion has a school wide system using positive behavior intervention and support that includes social and emotional learning skills, recognition systems, restorative discipline policies, and a system to measure the fidelity of PBIS implementation. The Golden Alebrije "Caught you Being Good" Tickets, Alebrije Bracelets, and prizes will be used as incentives to reinforce common expectations.	All Students	1,046 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified
1.2	Adelante Selby Spanish Immersion will implement a multi-tiered intervention system for behavior that includes advanced tier interventions available for all students. Administration, the . 5MTSS TOSA and the Screen Team to coordinate parent meetings, SSTs, and 504s as necessary.	All Students	District Funded
1.3	Additional Yard Duty support for before school, recess, lunch, and after school supervision of students.	All students	8,470 Site Improvement Funds 15,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.4	One Life will provide counseling support for students individually or in small groups (e.g., anxiety, grief group, anger management, friendship group, divorced parents, separation anxiety) identified through the Screen Team. The Screen Team meets weekly to discuss students and is made up of the .5 FTE MTSS TOSA, One Life Counselor, Administration, Community School Coordinator, and the School Psychologist.	Targeted students that have been identified through the MTSS Screen Team.	11,555 Site Improvement Funds 80,000 District Funded
1.5	Acknowledge Alliance Counselor to provide SEL instruction for our 3-5th grade students. The Acknowledge Alliance Counselor will also be available to provide Resiliency Support for all staff that need support/strategies to help meet the needs of all students.	All Students in 3rd, 4th, and 5th grade for SEL	10,710 Site Improvement Funds
1.6	All teachers will implement Peace Corners in the classroom for students to manage stress, self-regulate, and to resolve small conflicts that arise. Teachers will also use Community Circles to implement Social Emotional Learning to help students manage and self regulate and to set goals.	All students	

1.7	School Assemblies to improve the school climate.	All Students	3,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC)
1.8	Extended Day or After School Programs: REACH 200 students in Grades K-5th; Casa Círculo serving approximately 60 students, YMCA up to 60 students in TK-2nd grades; Siena Youth Center for 80 students in 1st-5th grades. The after school program provides academic support, enrichment, and physical fitness for our students up until 6:00pm. Additional funding via grants provided to lower the cost for YMCA and Siena Youth for unduplicated students families that can not afford the program (REACH receives grant funding for this purpose already).	For All Students, but priority given to unduplicated students (from low SES families) and SWD/IEPs.	
1.9	RSP/SDC teachers and Screen Team to monitor specifically the attendance of SWD/Students with IEPS. For families with a pattern of Chronic Absenteeism an Attendance Goal will be written into the IEP. Parents will also be contacted via phone call and emails from both the and the RSP/SDC teacher when a student is absent. If the parent is not answering the phone call or email, home visits will be done to check on the welfare of the student and encourage attendance. Incentives will be provided when students are meeting the attendance targets and monthly recognition as well. Additionally, Parent Meetings will be held with the administration to provide additional support for families. Referrals to the Familias Unidas and Casa Círculo parenting classes will be made for parents that need more support.	RSP/SDC teachers and Screen Team to monitor specifically the attendance of SWD/Students with IEPS.	
1.10	The Community School Coordinator and Community School Administration Assistant via the Family Center will promote Family Engagement, Youth Leadership, After School program support, and community partnerships to support academic and behavioral needs of all students and help improve school climate. The Community School Coordinator will serve an important role on the MTSS Leadership and Screen Teams to ensure that our neediest students receive the support necessary to be successful at school. The Community School Coordinator also directs the Second Food Harvest Food Distribution twice monthly where we regularly have an average of 250 families participating and receiving high quality protein, fruits and vegetables, and grains.	For All Students	127,028 District Funded 82,000 District Funded 25,000 Measure U
1.11	.20 FTE Music teacher to provide vocal music enrichment classes to grade level cohorts (e.g., K-1st, 2-3rd, 4-5th)on a monthly rotational bases.	All Students	14,500 Measure U
1.12	MOU with Peninsula Covenant Church to provide PE + (Physical Education) classes 100 minutes weekly for students in grades 1st-5th, and 60 minutes weekly for Kindergarten students.	For All Students	27,250 Measure U

1.13	Behaviorally Challenged students who are identified by the and Screen Team will be referred to the district behaviorist position to help develop a plan to support student success.	For students who have repeated instances of significant classroom disruption and difficulty self regulating the expected behavior in the classroom setting	District Funded
1.14	The Garden Instructor is to provide garden enrichment classes to TK-5th grade classes on a Trimester basis following the Next Generation Science Standards. Additionally, the garden instructor to provide after school garden clubs for 4th and 5th grade students and "Lunch Bunch" clubs for 3rd, 4th and 5th graders.	For All Students	40,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.15	The Dance Instructor provides dance enrichment classes to grade level cohorts (e.g., K-1st, 2-3rd, 4-5th) 1 class weekly on a Trimester basis. A culminating Dance Show will be performed at Carrington Hall on the Sequoia High School Campus for all grade level students to showcase what they have learned in Dance class.	For All Students	28,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.16	Families Unidas and Casa Círculo Family Engagement Parent Workshops that are held in Spanish and specifically help families with strategies to become more involved in schools and how to support their children in school. We will target parents whose student have IEP's to attend workshops.	For Parents and Families of English Learner Students and SWD/Students with IEPs	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.17	Take Home Reading Program for all students in TK-3rd grades for students to have books in a take home book bag to read at home nightly 25-30 minutes. This strategy also engages families to check, read along with, and sign off on the reading logs.	All students in TK-3rd grades	5,400 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.18	Art enrichment classes for TK-5th grade every 6 weeks provided by STEAM instructor and parent volunteers. Materials will be purchased as well.	All students in TK-5th grades.	16971 Prop. 28
1.19	.5 STEAM Lab/Art instructor to provide STEAM enrichment to grade level cohorts (TK-1st; 2nd-3rd; 4th-5th grades) one class weekly on a Trimester Basis.	All students in TK-5th grades.	68,881 Prop. 28 (Salary/Benefits) 7,767 Site Improvement Funds (Salary Benefits) 3,333 Measure U None Specified
1.20	Friends for Youth to provide mentoring support for small groups of students after school.	MTSS Screen Team identifies students that need mentoring support.	
1.21	All classrooms in TK-5th grade will have at least one Field Trip to extend and enrich learning and provide a positive learning experience for our students.	All students in TK-5th grades	25,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

1.22	The district funded TOSA /Guest Long term substitute daily to cover when no subs are available as needed can release teachers to attend Parent Teacher Meetings,Student Study Team Meetings, and 504 meetings	MTTSS Coordinator and Screen Team to identify students that need parent meetings, SSTs, or 504s. Teachers need to attend the meetings.	District Funded
1.23	Family Engagement STEAM and Literacy nights	All students and families in TK-5th grade	3,000 Site Improvement Funds

Goals, Strategies, Expenditures and Annual Review

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

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

There were a total of 231 English Learners last year or 40% of all students (see ELPAC 2023-24 Summative Data below): Level 1 had 16% students, Level 2 had 35%, Level 3 had 42% and level 4 had 7%. The overall percentages in each level remained fairly constant from the previous school year. There were 14 students Reclassified as Fluent English Proficient students this school year which was a significantly less than the previous year.

We did not meet the goal of every EL student making one level of progress, but there was a slight improvement in the overall percentage who showed growth over the previous year. A concern is that there are 9% at risk Long Term English Learners in 4th and 5th grade this year. However, most of these LTELs are currently 5th graders.There is a school wide designated ELD time where students are grouped at levels to meet their needs. In order to address the concerns and meet our targets this year, we have an Instructional Assistant to help support Newcomer and Level 1 EL students. Tier 2 intervention teachers are also using DELD strategies in small groups. Teachers are utilizing the new Designated ELD supplement "Language Power", but we are seeing a continued need to have more staff development around "Language Power" and DELD strategies in general in order to improve the number of students meeting the goal of "Redesignating" to Fluent English Proficient by 5th grade.

2023-2024 Summative ELPAC

Grade Level	Overall Performance Level 23-24							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	8	23	24	3	14%	40%	41%	5%
Grade 1	9	15	8	0	28%	47%	25%	0%
Grade 2	8	18	14	0	20%	45%	35%	0%
Grade 3	4	9	19	7	10%	23%	49%	18%
Grade 4	3	5	13	4	12%	20%	52%	16%

Grade Level	Overall Performance Level 23-24							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Grade 5	2	5	11	2	10%	25%	55%	10%
All Grades	34	75	89	16	16%	35%	42%	7%

* 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

Reclassification

Grade Level	23-24			24-25 As of 12/20/2024			25-26
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target
Kindergarten	59	0	0%	51	0	0%	3%
Grade 1	39	7	18%	44	3	7%	8%
Grade 2	37	1	3%	32	0	0%	10%
Grade 3	44	5	11%	40	0	0%	13%
Grade 4	29	3	10%	40	7	18%	16%
Grade 5	25	6	24%	24	4	17%	15%
All Grades	233	22	9%	231	14	6%	11%

* 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

Long term English Learner (LTEL)

Grade Level	24-25			2024-2025	2025-2026
	# of EL	# of LTEL	% of LTEL	Target for 24-25	Target for 25-26
Kindergarten	1	0	0%		
Grade 1	41	0	0%		
Grade 2	31	0	0%		
Grade 3	39	0	0%		
Grade 4	33	4	12%	0%	0%
Grade 5	20	16	80%	10%	10%
All Grades	215	20	9%	5%	8%

Note: Criteria for Long Term English Learner calculation: student has been an English learner for at least 7 years.

EL Level Growth

Grade Level	Percentage of students who increase at least 1 ELPAC level	
	22-23	23-24
Grade 1	11%	11%
Grade 2	49%	49%

Grade Level	Percentage of students who increase at least 1 ELPAC level	
	22-23	23-24
Grade 3	27%	38%
Grade 4	42%	46%
Grade 5	40%	53%
All Grades	39%	41%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Every English Learner (EL) student will receive daily instruction in Designated ELD, aligned with their language levels needs	All English Learner Students	
2.2	Grade level teams will work to identify EL students who are not making growth on ELPAC and develop an individualized learning plan based on students' needs.	English Learner Students , including SWD/Students with IEPs, who are not making expected growth on ELPAC	
2.3	Planning time for all TK-5 teachers to implement Integrated Units, and the new Language Power D-ELD Supplement with the Substitute Teacher TOSA position and paid substitutes providing the release time. SEAL based Integrated Units approach has proven to be an effective program to meet the needs of English Learners.	English Learner students	District Funded 8,000 Title I
2.4	All Teachers will receive ongoing Professional Development around best practices for Designated ELD. Staff Development Teachers on Special Assignment (TOSAs) will continue the support of Sobrato Early Academic Language (SEAL) integrated thematic unit development and training for teachers in TK-3rd grade. The Staff Development Coaches will also provide support to all teachers in TK-5th grades who teach Designated and Integrated ELD through trainings, curriculum development, and coaching support for planning and support for the instruction and transition of newcomer students and their families. Continued need for Language power will be needed to deeper implementation of the supplementary English Language Power DELD curriculum.	English Learner Students	District Funded
2.5	Instructional Assistant to support Newcomer and ELPAC 1 students in small groups	English Learner Students	12,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC) 2000-2999: Classified Personnel Salaries

			26165 Title I 2000-2999: Classified Personnel Salaries
2.6	IEP Goals will include specific supports for ELD intervention.	English Learner Students who also are SWD/ students with an IEP.	

Goals, Strategies, Expenditures and Annual Review

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

ELA and Math
By June of 2025, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

Metrics: iReady (eventually CAASPP)

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

The 2023 -2024 CAASPP results for students taking the state test in 3rd-5th grade indicated a concern that we did not meet the SPSA targets for Reading overall: 43% ('22-'23 was 48%) but we did show improvement for Math overall: 36%('22-23 was 34%). Significantly, 5th grade ELA showed the most growth on the CAASPP test with 51% of students scoring at or above grade level, an improvement from 38% in 4th grade from 2022-2023. A consistent concern is the achievement gap between subgroups achievement in both Reading and Math.

The iReady Reading September to March comparison showed good progress moving students into Early, At, Above Grade Level with 53% in March a 23% improvement from 30% in September and meeting the overall SPSA Target we had set of 53% from Spring of '24. Significantly, 3rd grade Reading had 69% of students scoring Early/ At/Or Above grade level in March. Significantly, all of the Spring 2024-2025 SPSA Targets were met for iReady Reading(with the exception of 4th grade which scored 47% and missed the target by 3%). The iReady Math September to March comparison also demonstrated good progress moving students into Early/At/Above Grade level with 40% in March from 12% in September(28% improvement) and surpassing our SPSA yearly Target from Spring '24 by 8% overall of 32%. Noteworthy, there was a 22% less students scoring in the 2-3 grade levels below standards in Math on iReady from 33% in September to 11% in March. All SPSA yearly Targets were met in iReady Math(with the exception of 4th grade Math which missed by 4%).

iReady - Reading

Grade	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
Grade 1				4	0%	
Grade 2	94	50%	62%	92	51%	66%
Grade 3	83	63%	71%	87	69%	74%
Grade 4	65	40%	65%	83	47%	59%
Grade 5	82	41%	61%	62	45%	51%
All Grades	324	49%	65%	328	53%	63%

EL Status	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
ELL - Yes	126	21%	68%	124	25%	60%
ELL - No	198	67%	63%	204	70%	66%

LTEL Status	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
LTEL - Yes	2	0%	50%			
LTEL – No <7 years EL	124	22%	68%	124	25%	60%

Special Education Status	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
Special Education - Yes	48	13%	70%	53	19%	53%
Special Education - No	276	55%	64%	275	60%	65%

Ethnicity	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
Asian	1	100%	100%	1	100%	100%
Black or African American				2	50%	100%
Hispanic/Latino	274	44%	64%	277	46%	62%
Native Hawaiian or Other	1	100%	100%	1	100%	0%
Two or More Races	10	90%	70%	10	100%	70%
White	35	77%	66%	37	92%	68%

iReady - Mathematics

Grade	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
Kindergarten	92	36%		101	45%	NA
Grade 1	93	18%	41%	100	30%	56%
Grade 2	94	38%	49%	91	42%	58%
Grade 3	83	30%	46%	87	51%	71%
Grade 4	64	42%	44%	83	29%	34%
Grade 5	82	29%	52%	62	42%	54%
All Grades	508	32%	46%	524	40%	55%

EL Status	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
ELL - Yes	195	13%	41%	215	21%	43%
ELL - No	313	44%	50%	309	52%	63%

LTEL Status	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
LTEL - Yes	2	0%	50%			
LTEL – No <7 years EL	193	13%	46%	215	21%	43%

Special Education Status	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
Special Education - Yes	68	10%	47%	67	10%	39%
Special Education - No	440	35%	46%	457	44%	58%

Ethnicity	Spring 2023-2024			Spring 2024-2025		
	# students tested	% of students on or above level	% of students meeting annual growth	# students tested	% of students on or above level	% of students meeting annual growth
Asian	2	50%	50%	2	50%	0%
Black or African American	3	33%	50%	3	33%	67%
Hispanic/Latino	424	25%	44%	429	31%	52%
Native Hawaiian or Other Pacific Islander	1	100%	0%	1	100%	100%
Two or More Races	14	79%	64%	19	84%	75%
White	64	69%	58%	70	77%	71%

CAASPP-Language Arts

Count and Percentage are based on number of students who met or exceeded standard

Grade	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
Grade 3	66	33	50%	83	31	37%	40%	42%
Grade 4	79	31	39%	63	25	40%	53%	45%
Grade 5	88	49	55%	76	39	51%	44%	56%

Grade	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
All Grades	233	113	48%	222	95	43%	46%	48%

EL Status	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
ELL - Yes	77	7	9%	81	7	9%	14%	13%
ELL - No	156	106	68%	141	88	62%	73%	66%

LTEL	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
LTEL - Yes	N/A	N/A	N/A	1	0	0%		NA
LTEL - No	N/A	N/A	N/A	80	7	9%		13%

Special Education Status	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
SPED - Yes	30	4	13%	42	7	17%	10%	19%
SPED - No	203	109	54%	180	88	49%	59%	53%

Ethnicity	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
Asian	2	1	50%	1	1	100%		100%
Black or African American	1	1	100%	0				NA
Filipino	0			0				NA
Hispanic/ Latino	195	84	43%	196	74	38%	48%	42%
Native Hawaiian or Other Pacific Islander	*	*	*	1	1	100%		100%
Two or More Races	4	2	50%	4	3	75%	55%	79%
White	30	24	80%	20	16	80%	85%	84%

Homeless	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
Yes Homeless	*	*	0%	*	0	0%	5%	4%
Not Homeless	231	113	49%	221	95	43%	54%	47%

CAASPP-Math

Count and Percentage are based on number of students who met or exceeded standard

Grade	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
Grade 3	67	33	49%	83	31	37%	34%	39%
Grade 4	81	21	25%	64	26	41%	54%	40%
Grade 5	92	26	28%	77	24	31%	30%	44%
All Grades	240	80	33%	224	81	36%	39%	40%

EL Status	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
ELL - Yes	84	8	10%	83	13	16%	15%	18%
ELL - No	156	72	46%	141	68	48%	51%	50%

LTEL	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
LTEL - Yes	N/A	N/A	N/A	1	0	0%		
LTEL - No	N/A	N/A	N/A	82	13	16%	NA	20%

Special Education Status	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
SPED - Yes	30	4	13%	42	4	10%	10%	12%
SPED - No	203	76	37%	182	77	42%	42%	44%

Ethnicity	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
Asian	*	*	*	1	1	100%	50%	100%

Ethnicity	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
Black or African American	*	*	*				50%	50%
Hispanic/ Latino	195	51	26%	198	63	32%	31%	36%
Native Hawaiian or Other Pacific Islander	*	*	*	1	1	100%		100%
Two or More Races	4	3	75%	*	*	50%	80%	54%
White	30	24	80%	20	14	70%	85%	74%

Homeless	2022-2023			2023-2024				
	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Number of students tested	23-24 Count	23-24 Percentage	23-24 Target %	24-25 Target %
Yes Homeless	*	*	*	1	0	0%		4%
Not Homeless	231	80	35%	223	81	36%	40%	40%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Adelante Selby Spanish Immersion has established a school site MTSS Leadership Team that uses data to improve teaching and learning. The team meets monthly to review academic performance data and identifies needs for the school for improvement. The team identifies and targets ELs, Tier 2, and students with IEPs who need additional intervention support. The team also monitors students progress in the intervention program. The team includes the intervention teachers, the Community School Coordinator, and the Administration. Information is shared with the School Site Council, ELAC, and grade level teams and with the staff.	For All Students and Identifying/Targeting students who need more support(i.e., English Learners, Tier 2 students not performing at grade level, and SWD/students with IEPs).	
3.2	Adelante Selby Spanish Immersion has established a school wide system to promote academic success for all students by developing a multi-tiered instructional system for advanced tiered interventions in the areas of Reading and Math. Intervention for these targeted students is provided by two 0.5 FTE Reading intervention Teachers; one 6 hour Instructional Assistant; two 4 hour instructional assistants, and one 4 hour Instructional Assistant. The Site Leadership team will review the results of the Universal Screenings (	For English Learners, SWD/students with IEPs, and all other Tier 2 students who are not at grade level in Reading or Math.	District Funded (Two .5 FTE Reading Intervention Teachers) 46,950 Measure U (6 hour IA) 32,347 Title I

	Aprendo a Leer, Literably, i-Ready, ELPAC assessments) to determine which targeted students will receive advanced tiered interventions and monitor ongoing assessment results. A google doc has all pertinent assessment information organized by homeroom teacher for each individual student to track progress. Ellevation is also used to monitor English Learner student progress.			(4 hour IA) 30,300 Measure U (4 hour IA) 30,300 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) (4 hour IA)
3.3	Planning time for all TK-5 teachers to implement the new Illustrative Math adoption, Integrated Units, and also planning time for Pedagogy of Confidence/Thinking Maps implementation.	For All Students		
3.4	Intervention books, supplies, and materials will be purchased.	For all English Learners, SWD/ students with IEPs, and all other targeted Tier 2 intervention students.	6,359 Title I None Specified	
3.5	After School Tutoring Support provided by various teachers in small groups for 1 hour to support Math and Reading.	For targeted English Learners, SWD/students with IEPs, and all other targeted Tier 2 intervention students.	District Funded	
3.6	Copy Machine and Paper costs to make copies to be used in classroom instruction	For All Students	14,285 D100	
3.7	Online intervention/differentiation (i-Ready, Raz kids, Brain Pop, Newsela, Reflex and Frax) : using technology for universal instruction to differentiate and meet the needs of all students.	For all Englsh Learners, Tier 2 students, SWD/ students with IEPs, and all other students.	District Funded	
3.8	Instructional supplies and technology for all content areas will be purchased.	For All Students	24,430 Site Improvement Funds 14,000 D100	

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$87,430.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$854,047.00

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	$72,871.00

Subtotal of additional federal funds included for this school: $72,871.00

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 ($)
D100	$28,285.00
District Funded	$289,028.00
Measure U	$147,333.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	$15,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$149,746.00
Prop. 28	$85,852.00
Site Improvement Funds	$65,932.00

Subtotal of state or local funds included for this school: $781,176.00

Total of federal, state, and/or local funds for this school: $854,047.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Warren Sedar	Principal
Jessenia Linares	Other School Staff
Yessica Gallagher	Parent or Community Member
Damien Fuentes	Parent or Community Member
Lauren Berlin	Parent or Community Member
Marina Fashchenko	Parent or Community Member
Jen Brown	Parent or Community Member
Maria Orozco	Classroom Teacher
Adriana Gomez	Classroom Teacher
Narda Garcia	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	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 4/23/2025.

Attested:

[signature]	Principal, Warren Sedar on 04/23/2025
[signature]	SSC Chairperson, Yessica Gallagher on 04/23/2025

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.

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/

Developed by the California Department of Education, January 2019