

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
Hoover Community School	41-69005-6044531	May 14, 2025	May 28, 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)

Schoolwide Program

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a schoolsite council (SSC) if such a program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Hoover 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.

Hoover School Site Plan directly connects to the Redwood City School District LCAP. Three main goals are being addressed:

Goal 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 of 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 subgroups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, subgroup of English Learners LTELs.

Goal 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 the Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

Goal 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)

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.

Hoover School has detailed actions and services that align with these three LCAP goals. According to the CA Dashboard, we have students in the following groups that have low achievement:

Each School Site Council meeting discusses these main goals. ELAC groups also participate in the development of the SPSA and provide input to meet the needs of the English Language Learners in our community.

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 Hoover SEL Universal Screener, administered to students in grades 4-8, provided valuable insights into social-emotional well-being. Overall, the average score across all grades was 3.2, indicating generally positive but varied perceptions among students. The highest ratings were for friendships (3.7) and the ability to work well with others (3.3), with students also expressing confidence in their learning abilities (3.5) and problem-solving skills (3.4). However, engagement in school, such as interest in learning (3.0) and the ability to choose what or how they learn (3.0), was lower.

Students reported mixed feelings about safety and school belonging. While 3.3% of students felt safe at school, the average score for "liking school" was 3.2, and the sense of community and fairness varied, with 2.8% for "people care about each other" and 3.1% for fairness from adults. Middle school students (grades 7-8) showed a decline in school enjoyment and engagement compared to younger students, with seventh graders reporting the lowest scores in liking school (2.3) and feeling like they belong (2.8). Eighth graders, however, felt safer (3.0) and reported higher levels of friendships (3.8).

We shared these results from the January SEL Screener with the Site Council, parents, and staff to reflect on the data and inform our next steps. The 2023-2024 school year also brought several significant changes to Hoover Community School. We welcomed a second assistant principal and a Dean of Students to further support our students and staff. Additionally, we had one vacancy in the front office, which we are working to fill. These changes, alongside the SEL results, will guide us as we continue to improve school climate and student support moving forward.

The California Healthy Kids Survey is administered once a year in the Spring of 2025. The survey targets students and parents. Here is a summary of the results by all respondents compared to RCSD district averages:

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales
Student Responses

Strengths

Caring relationships-adults in school -66%

High expectations- adults in school -75%

School connectedness-51%

Academic motivation- 57%

Focus for next year:

We will continue to strengthen relationships, as survey data shows positive outcomes in this area, while also addressing areas of concern identified by students.

School is boring -41%

School is worthless and a waste of time- 13%

Current absenteeism (=3 times) -14%

Parent Responses:

Strengths

Teachers responsive to child's social and emotional needs – 91%

School provides parents with advice/resources to support child's SEL needs – 87%

Parental involvement in school – 55%

Communication with parents about school – 54%

Focus for next year:

We will continue to build on strong social-emotional support systems and maintain consistent school-to-home communication, and will also address:

School encourages me to be an active partner – 29%

School actively seeks the input of parents – 36%

Parents feel welcome to participate at this schools - 42%

Classroom Observations

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

The principal, vice principals, and staff development team frequently visited classrooms to ensure that best practices were consistently followed. They fostered a strong belief in the potential of every learner, created a rigorous and supportive environment, and upheld high academic expectations based on mutual respect and strong interpersonal relationships.

Our findings indicated that these processes and programs are now being implemented more uniformly across the school, although there are some minor gaps in certain grade levels. The school continues to promote best practices and provide professional development, particularly for new teachers, with an emphasis on a strong belief in the learner.

We observed that Integrated Units strategies are being used more consistently in grades K-3, with high levels of collaboration among teachers in grades TK-5. Additionally, there is allocated time for English Language Development (ELD) support in all grades, and classroom management has significantly improved in middle school. (Add TIG groups)

Special attention has been given to supporting novice, intern, and guest teachers to enhance their teaching practices. Most of these educators have now been replaced with credentialed staff, and we anticipate academic growth as a result.

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)

Hoover uses state and district adopted assessments to modify and improve student achievement, including: SBAC, CAST, CAA reading for grades 3rd-8th, BPST, IWT, Oral Reading Fluency and i-Ready online reading assessments for K- 8th grade, and resource specialist use Qualitative Reading Inventory (QRI) to assess special education students.

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

In 2025-2026 data from I-Ready assessments administered two times a year will be used to monitor student progress, these assessments will be aligned with the district curriculum to determine progress. In 2025-2026 the plan is to design a systematic analysis process by providing teachers with scheduled time for data assessments and to plan levels of intervention (1, 2, or 3) as part of a comprehensive MTSS plan. This will include universal screening for reading and math three times a year and a plan to use the collected data to design the next steps for instruction and to identify students who may need intensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District staff are highly qualified. We currently have 4 interns/guest teachers and 7 probationary teachers who are in 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 offers staff development personnel who provide professional development and access to instructional materials 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 students' performances, and professional needs, this includes Integrated Units and the belief in the learner through the principles of MTSS.

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

Hoover has instructional coaches, ELA PLCs lead by site and district coaches, and i-Ready data training. This support also include assessment analysis and grade level collaboration with admin support when needed.

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

Grade level planning and planning days are offered quarterly. (Grade levels: K-2, 3-5, and 6-8) There are also i-Ready data analysis support days offered for teachers in K-8th grades, most particularly for the new staff.

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)

Hoover adheres to 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)

Hoover allows for lesson/master schedule pacing flexibility, as per district's guidelines, to ensure that teachers are progressing through content. By the end of the year, students have been exposed to all grade level content standards.

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

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

Hoover School uses SBE adopted and standards-aligned instructional materials. Additionally, reading intervention teachers use evidence based instructional materials and resource specialists and special education teachers use additional evidence based programs to assess students' needs and progress.

Opportunity and Equal Educational Access

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

English Language Development (ELD) is integrated into the curriculum that is offered. In addition, designated ELD is provided to Hoover's English learners in either small groups or as a whole class based on English Language Proficiency as measured by the ELPAC assessment. Teachers will also use supplemental curricula, such as Language Power, to support English learners. Special education students in special day classes are "mainstreamed" into general education classes. Middle school resource support for special education students is provided through a push-in model, ensuring access to the regular program. Hoover will provide tutoring via College Advising Prep (CAP Tutoring) and after-school enrichment through the Boys and Girls Club of the Peninsula (BGCP), the Police Activities League (PAL), and Casa Circulo Cultural.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Hoover utilizes Integrated Units, and SEL curriculum embedded strategies to raise student achievement.

Parental Engagement

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

Hoover School is a community school that provides a wide range of services to the community. These services include parent workshops for parents of students in K-8th grade, annual events such as winter festival, STEAM nights, and others. The school also offers after-school tutoring support through the Boys and Girls Club, Police Activities League, Casa Circulo Cultural, and individual teacher support. Additionally, parents can participate in the Family Engagement Policy, the Climate Survey, and the Site Self-Assessment.

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)

Hoover School has a School Site Council, English Language Advisory Council, and Community Schools Advisory Council to assist in the planning, implementation and evaluation of programs at Hoover.

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, technology tools, Positive Behavior Intervention and Support (PBIS) education, support for Integrated Units, assistance for IEPs (Individualized Education Plan) and SSTs (Student Study Team) meetings, academic festivals and other school events that engage the community in general.

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.

As a result of the required needs assessment and as reflected on the California Dashboard, Hoover Community School has identified two significant resource inequities:

1. English Language Arts (ELA) Performance: Targeted Subgroups - English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities
2. Math Performance: Targeted Subgroups - English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities
3. Chronic Absenteeism: Targeted Subgroups - Homeless
4. Suspension: Targeted Subgroups - Homeless

English Language Arts (ELA) Performance

Academic performance in English Language Arts (ELA) is below standard, particularly for English Learners and Students with Disabilities. Contributing factors include inconsistent implementation of foundational reading strategies and limited differentiated supports. The school has taken the following actions to address these gaps:

Targeted Phonics Instruction: Special Education teachers have been trained in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). General education teachers implement Heggerty, the University of Florida Literacy Initiative (UFLI), and the California Reading and Literature Project (CRLP).

Collaborative Planning: Teachers meet in weekly Professional Learning Communities (PLCs) to analyze student data and co-plan instruction. District ELA/ELD coaches support this work to ensure alignment with grade-level standards and ELD integration.

Integrated Units and Scaffolding: Collaborative integrated units include scaffolds and language objectives designed to support English Learners and Students with Disabilities.

Tiered Reading Support: In grades 1–6, students are grouped heterogeneously across classrooms to receive foundational skills instruction at their zone of proximal development. In grades 4–6, our

reading specialist is included in the rotation, allowing for more targeted and differentiated small-group support.

Mathematics Performance

Mathematics outcomes are below standard for all student groups, with significant gaps for English Learners and Students with Disabilities. Root causes include insufficient access to foundational math skills and limited differentiated instruction. Responsive actions include:

Instructional Support and Professional Development: Coaching cycles and structured PLCs help teachers unpack standards, analyze data, and adjust instruction accordingly.

Common Assessments and Small Group Intervention: Teachers use common formative assessments and data protocols to inform pacing, reteach skills, and implement small-group interventions tailored to student need.

Chronic Absenteeism

Homeless students are disproportionately impacted by chronic absenteeism. Contributing factors include housing instability, lack of transportation, and limited access to consistent school-home communication.

Tiered Attendance Interventions: Strategies include personal outreach, attendance incentive programs, and connection to community resources.

Wellness and Family Support Services: Increased use of wellness teams, counseling staff, and Care Solace referrals help mitigate external barriers to attendance.

Suspension Rates

Suspension rates are disproportionately high for homeless students. Contributing factors include unaddressed trauma, behavioral challenges, and limited access to mental health support.

Restorative Practices: Staff participate in professional development to implement restorative approaches that reduce exclusionary discipline.

SEL and Behavioral RTI: Implementation of a schoolwide social-emotional learning curriculum and behavioral response-to-intervention systems helps address underlying causes of behavioral incidents and promote positive student engagement.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

Title and Description of School Goal

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

Climate

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

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 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, subgroup of English Learners LTELs.

Metrics: Attendance rate, 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.

Areas Needing Significant Improvement Based on Dashboard and Local Data

According to the School Accountability Report Card, Hoover Community School meets all expectations for safety and staff credentialing indicators. However, California Dashboard and local data highlight several areas requiring significant improvement—specifically around student attendance, chronic absenteeism, and suspensions.

Chronic Absence

Chronic Absenteeism Data:

While overall attendance has improved, chronic absenteeism remains a challenge—particularly for our Homeless student subgroup. The chronic absence rate for this group stands at 21.7%, a slight improvement from 23.3% the previous year. This progress reflects ongoing efforts but also signals the need for continued, focused interventions.

In addition, a Norovirus outbreak significantly impacted attendance. Under the guidance of the San Mateo County Health Department, the school was monitored for a month, during which attendance rates dropped drastically.

Steps Taken to Address Chronic Absence:

Hoover Community School has adopted several strategies to support chronically absent students:

- Individualized Attendance Plans: The Dean of Students works closely with students to develop personalized plans that include:
 - Home Visits to identify and address barriers to attendance.
 - Weekly Check-Ins to track student progress and provide consistent support.
 - Transportation Support through ride services to ensure students can get to school.
- Tier 1 Attendance Campaigns: School-wide initiatives to promote regular attendance.
- Event-Based Campaigns: Integration of attendance messaging into school events to increase awareness and motivation.

Suspensions

Suspension Data:

The suspension rate for the Homeless student subgroup has increased slightly, from 0% to 0.4%. While the rate remains low, the increase indicates a need for continued attention.

Steps Taken to Address Suspensions:

- Hoover is committed to maintaining a positive and inclusive school climate. To support this goal, the school has implemented:
 - Positive Behavioral Interventions and Supports (PBIS):
 - A dedicated PBIS Committee meets bi-monthly to lead this work.
 - Ongoing Professional Development is provided to staff to strengthen PBIS implementation.
 - Data Analysis and Staff Surveys are used to guide improvements and decision-making.
- Restorative Practices:
 - In partnership with Circle Up, staff receive training in restorative practices to build relationships and repair harm in a constructive, community-centered way.

Conclusion

Through intentional strategies and consistent monitoring, Hoover Community School is focused on improving attendance, reducing chronic absenteeism, and maintaining low suspension rates. These efforts support our broader mission of creating a safe, equitable, and supportive learning environment for every student.

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	1	1	2
Black or African American	5	1	2
Decline to state	1	0	0
Filipino	4	3	2
Hispanic/Latino	617	610	653
Native Hawaiian or Other Pacific Islander	6	8	10
Two or More Races	2	5	4
White	12	10	11
	648	638	684

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	22-23	23-24	24-25
Kindergarten	94	64	76
Grade 1	66	75	77
Grade 2	67	67	78
Grade3	71	66	68
Grade 4	80	69	67
Grade 5	81	82	80
Grade 6	66	74	86
Grade 7	61	64	83
Grade 8	62	58	69
Total Enrollment	648	638	684

Attendance Rate

Grade Level	2024-25 As of 04/04/2025
Kindergarten/TK	91.9%
Grade 1	92.1%
Grade 2	93.1%
Grade3	92.1%
Grade 4	94.1%
Grade 5	92.1%
Grade 6	93.3%
Grade 7	91.5%
Grade 8	94.2%
All Grades	92.7%

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	2	50%		
Black or African American	1	50%		
Filipino	0	0%		
Hispanic or Latino	164	24%	19%	20%
Native Hawaiian or Other Pacific Islander	4	40%		
Two or More Races	1	33%	23%	29%
White	1	9%		
Total	173	25%		

Student Groups	2024-2025 As of 04/04/2025		Target	
	Count	Rates	2024-25	2025-26
Kindergarten	23	30%	25%	26%
Grade 1	21	26%		
Grade 2	21	26%	17%%	22%
Grade 3	17	24%		
Grade 4	15	21%		
Grade 5	19	23%		
Grade 6	18	20%	14%	16%
Grade 7	25	29%	27%	25%
Grade 8	14	21%		

Total	173	25%		
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Suspension

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%		
Black or African American	0	0%		
Filipino	0	0%		
Hispanic or Latino	7	1%	2%	1%
Native Hawaiian or Other Pacific Islander	0	0%		
White	0	0%		
Total	7	1%		

Student Groups	2024-2025 As of 04/04/2025		Target	
	Count	Rates	2024-25	2025-26
Kindergarten	0	0%		
Grade 1	0	0%		
Grade 2	0	0%		
Grade 3	0	0%	2%	1%
Grade 4	0	0%		
Grade 5	0	0%		
Grade 6	2	2%	1.5%%	1%
Grade 7	2	2%		
Grade 8	3	4%		
Total	7	1%		

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	The MTSS coordinator will fortify MTSS systems and procedures and will work to coordinate the referral system acting as a liaison between Hoover and its Family Center to provide support and resources to students and families. The MTSS coordinator will work with SSTs and interventions and supports, placing emphasis on students with high absenteeism. Chronic absences and tardies will be followed up weekly through phone calls,	All Students- SWD and EL's	80,000 Other CCSPP

	<p>SSTs, and parent conferences. An engagement plan will be created (SESP) to improve attendance.</p> <p>The Dean of Students, in collaboration with the administrative team, staff, parents, and community, will work with students to improve academic and personal growth; serving as the liaison between students, parents, teachers, school personnel, and the community. He is focused on student attendance and behavior support.</p>		
1.2	A Mental Health Counselor (MHC) has been assigned to Hoover, the MHC will address the mental health needs of all students within the educational system ranging from preventive services and programs for all students (Tier I) to more extensive services for select students based on need (Tiers II and III). The MHC will be an active member of the Screen Team, lead for site MH programs, progress monitoring, classroom/community/individual student supports, and will oversee crisis intervention situations.	All Students - SWD	0 District Funded
1.3	Funds will be used for informational purposes for community events such as parent education nights, and food distribution. These funds will also be used to pay for translations during conferences and childcare when evening events are being held on-site.	All Students	4,000 Site Improvement Funds
1.4	STAR VISTA, One Life, or Una Vida counselor will support with social-emotional needs.	All Students/EL/SED Students	38000 Title I
1.5	Field trips and enrichment opportunities to encourage student engagement. Focus on Yosemite and Outdoor Education.	All Students/EL and SED students	20,000 Site Improvement Funds
1.7	PBIS Leadership Team will review and improve the implementation of the current Positive Behavior Intervention and Support Plan. PBIS will be used to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS will help us create a school where all students succeed. These funds will be used by school staff to ensure full implementation. EX: PBIS Store, promoting PBIS, incentives, etc.	All Students	25,000 Foundation
1.9			
1.11	RSP teachers are trained in SiPPS for systematic phonics, they will also continue to use Reading Intervention Programs and materials for students who are performing 2 or more grade levels below. RSP with meet and plan with general education teachers to align strategies to support and monitor students with disabilities progress.	SWD Students	0 District Funded
1.12	These funds will be used to pay for additional custodial support and supervision as needed.	All Students	5,000 Site Improvement Funds

	Events will be geared towards increasing family engagement and participation.		
1.13	Implementation of Wayfinder SEL curriculums to improve the social-emotional well-being of students. Students with disabilities and English Learners will learn strategies to manage emotions and deescalate dis-regulated behavior resulting in a decrease in suspensions. Supplemental SEL materials and resources.	All Students	25000 Foundation 0
1.14	Send attendance updates in family communications, mail attendance letters, and do home visits to increase daily attendance. The MTSS TOSA will collaborate with the office staff to target chronic absenteeism for students with disabilities and English learners.	All Students- SWD and ELL	
1.15	<p>The Community School Coordinator leads, coordinates, and oversees programs and activities on the school campus that support students and their families' emotional, social, and health needs. Initiatives and programs to be orchestrated include, but are not limited to, family support, after-school programs, health insurance enrollment, health education and access to health services, mental health services, family engagement, prevention and early intervention, adult education, and academic support.</p> <p>The Community School Coordinator will collaborate with the Dean of Student Affairs to support families and students with disabilities and English learners with self-regulation strategies and alternatives to suspension.</p>	All Students	25,000 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 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.

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.

Improvement Based on Dashboard and Local Data

According to the School Accountability Report Card, Hoover Community School meets all expectations for safety and school credential indicators. However, several areas identified through the California Dashboard and local data require significant improvement, particularly our English learners.

English Learner Progress

The current rate of English Learner Progress increased by 11.2% overall, and 43.2% grew at least one ELPI Level, 43.3% who maintained their levels.

Steps Taken to Address English Learner Progress

- Districtwide implementation of supplemental ELD curriculum to improve English language proficiency for English Learners in grades K-8.
- Hiring an ELD Coach: A halftime ELD Coach has been hired to support the rollout and implementation of the new curriculum. This coach will provide essential guidance and professional development for teachers.
- Instructional Coaching Cycles: Third to eighth-grade teachers will participate in Instructional Coaching Cycles focused on ELD, allowing for continuous improvement and effective teaching strategies.
- Professional Development Series: Middle school teachers will engage in a five-module ELD series provided by Stanford University. This advanced training aims to deepen their understanding and application of effective ELD practices.

Support for Students with Disabilities

- Lindamood Bell and SIPPS Strategies: To support students with disabilities, Hoover Community School will integrate Lindamood Bell and SIPPS strategies into the curriculum. These evidence-based approaches are designed to enhance language processing and literacy skills, ensuring all students receive the support they need to succeed.

By implementing these targeted strategies, Hoover Community School aims to address performance gaps and improve educational outcomes for all student groups, fostering a more inclusive and effective learning environment.

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	48	22	10	5	56%	26%	12%	6%
Grade 1	38	16	5	0	64%	27%	8%	0%
Grade 2	18	20	11	2	35%	39%	22%	4%
Grade 3	27	13	12	2	50%	24%	22%	4%
Grade 4	20	17	13	1	39%	33%	25%	2%
Grade 5	12	10	16	9	26%	21%	34%	19%
Grade 6	18	16	14	8	32%	29%	25%	14%
Grade 7	2	7	9	7	8%	28%	36%	28%
Grade 8	8	6	1	1	50%	38%	6%	6%
All Grades	191	127	91	35	43%	29%	20%	8%

* 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	72	0	0%	44	0	0%	
Grade 1	58	1	2%	65	5	8%	
Grade 2	53	1	2%	60	0	0%	
Grade 3	50	2	4%	54	2	4%	
Grade 4	51	3	6%	52	2	4%	
Grade 5	53	6	11%	55	1	2%	5%
Grade 6	51	2	4%	46	0	0%	3%
Grade 7	25	7	28%	51	0	0%	
Grade 8	14	4	29%	23	0	0%	
All Grades	427	26	6%	450	10	2%	

* 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	46	0	0%		
Grade 1	62	0	0%		

Grade Level	24-25			2024-2025	2025-2026
	# of EL	# of LTEL	% of LTEL	Target for 24-25	Target for 25-26
Grade 2	60	0	0%		
Grade 3	51	0	0%		
Grade 4	48	8	17%	11%	9%
Grade 5	56	43	77%		
Grade 6	45	31	69%	61%	55%
Grade 7	53	34	64%		
Grade 8	24	15	63%		
All Grades	445	131	29%		

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	5%	10%
Grade 2	17%	37%
Grade 3	40%	34%
Grade 4	30%	18%
Grade 5	23%	44%
Grade 6	38%	42%
Grade 7	41%	40%
Grade 8	0%	17%
All Grades	26%	33%

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	Professional development for all teachers on the topics of EL strategies and culturally relevant teaching techniques that align with integrated unit parameters for after-school stipends. 2nd-5th Instructional Coaching Cycle	All Students	16000 Site Improvement Funds
2.2	An English Language Development Teacher/Newcomer Teacher will provide support to students in grades 6-8, this teacher will provide direct ELD instruction to students performing below required ELPAC standards. The ELD teacher will have self-contained classrooms and will provide whole-class English language instruction as well as small groups and/or individual support. The ELD	All Students/EL/SED students	District Funded

	<p>teacher will use the supplemental curriculum of Language Power to support English learners.</p> <p>An Instructional Assistant will support students in grades 6-8, with teacher guidance.</p>		
2.3	An Instructional Assistant will support students in grades 3-5, with teacher guidance.	Newcomers/SED students in 3rd-5th grade	0 District Funded
2.4	A halftime ELD Coach will support the implementation of the ELD curriculum best practices.	EL Students	55,000 Title I
2.5	All K-5 students will participate in daily grade-level rotation. They will receive "Targeted Instruction" in homogeneous groups, which will include English language development (ELD), reading intervention, and district-approved intensive intervention/enrichment programs as per students' data results.	EL Students	0 District Funded
2.6	They will receive instruction through integrated units. District staff will train teachers on how to implement curriculum on release days and provide coaching in classroom. The instruction support students with research based strategies and pooled resources.	ELs K-5th grade	0 District Funded
2.7	Special Education Teachers will use SIPPs to improve phonics, and for math, teachers will use an adaptive math curriculum that has scaffolding built into its daily lessons for English learners. Students will also use the new ELD curriculum to support learning.	English learners with disabilities	

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.

Language Arts and Mathematics

By June of 2027, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. The target group is students with disabilities and English learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 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 adopted by Board 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 and CAASPP

Identified Need

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

A comprehensive review of California Dashboard and local i-Ready data reveals academic needs in both ELA and Math, particularly among historically underserved student groups.

-ELA Decline: The percentage of students meeting/exceeding standards in ELA decreased by 19.4 points compared to the previous year.

-Math Decline: Math scores dropped by 22.3 points.

-Subgroup Gaps: English Learners, Hispanic students, Socio-Economically Disadvantaged students, and Students with Disabilities continue to perform significantly below their peers.

-iReady Results (March 2024):

-Only 15% of students in grades 3–8 are reading at or above grade level (4% decrease from 2023).

-Only 11% of students in grades 3–8 are at or above grade level in math (4% decrease from 2023).

These data indicate a clear need to improve Tier 1 instruction, differentiate effectively, and provide systematic intervention aligned with individual student needs.

Planned Strategies and Actions:

English Language Arts (ELA) Strategies:

1. Language Power Curriculum Implementation (K–8): Supporting English language development across grade levels.
2. Foundational Skills Rotation (Grades 1–6): Students are grouped heterogeneously and receive instruction at their Zone of Proximal Development. Grades 4–6 include reading specialists as part of the rotation.
3. Reading Intervention: A Resource Specialist provides targeted SIPPS instruction in phonics and comprehension.
4. Instructional Coaching Cycles (Grades K-6): Teachers participate in cycles to refine instruction using Benchmark or Amplify and CAASPP Interim Assessments (FIABs) for 3rd-8th grades to plan for differentiated support.
5. Support for Students with Disabilities: Implementation of Lindamood Bell and SIPPS interventions to build foundational literacy and processing skills.
6. PLC Collaboration: Grade-level teams analyze student data, adjust small-group instruction, and co-plan Integrated Units with district support.
7. Culturally and Linguistically Responsive Instruction: Teachers receive training and collaborate with district coaches to support ELs and diverse learners.

Mathematics Strategies:

1. Illustrative Mathematics (K-5) and Amplify (6-8) Curriculum Implementation: Emphasizing conceptual understanding and procedural fluency.
2. Professional Development: Math PD focuses on discourse, math talk, multiple representations, and the use of manipulatives.
3. Data-Driven Instruction: Teachers analyze i-Ready, classroom assessments, and FIABs to identify gaps, group students, and provide targeted supports.
4. Math Interventions: Daily or weekly intervention blocks for reteaching and enrichment, targeting students performing below grade level.
5. Lesson Study & Coaching: Teachers engage in collaborative planning and lesson studies, supported by math coaches.

Expected Impact:

These comprehensive and equity-driven strategies will result in increased proficiency in both ELA and Math, reduced performance gaps among targeted subgroups, and improved Tier 1 instruction through continuous professional learning and data-driven decision-making.

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	23	0%		27	15%	
Grade 2	65	15%	49%	79	13%	47%

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 3	70	17%	54%	66	18%	62%
Grade 4	71	18%	66%	67	12%	64%
Grade 5	83	11%	46%	79	15%	49%
Grade 6	71	11%	38%	87	17%	56%
Grade 7	57	19%	52%	78	12%	53%
Grade 8	55	20%	42%	61	25%	62%
All Grades	495	15%	49%	544	16%	56%

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	303	4%	44%	347	5%	52%
ELL - No	192	32%	53%	195	34%	64%

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	51	0%	43%	36	0%	46%
LTEL – No <7 years EL	252	5%	44%	311	6%	52%

Note for LTEL category:

"Yes - LTEL": English Learner for 7 or more years

"No - < 7 years EL" : English Learner for less than 7 years

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	72	3%	36%	99	3%	43%
Special Education - No	423	17%	49%	443	19%	59%

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	0%	50%	3	67%	100%
Black or African American	1	0%	100%	1	100%	
Filipino				2	0%	100%
Hispanic/Latino	474	15%	46%	520	15%	55%
Native Hawaiian or Other	5	20%	40%	8	25%	67%
Two or More Races	4	25%	75%	3	67%	100%
White	9	9%	89%	7	0%	71%

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
Grade 1	72	13%	55%	75	7%	40%
Grade 2	63	5%	41%	77	9%	44%
Grade 3	70	7%	46%	66	6%	56%
Grade 4	72	15%	26%	67	15%	45%
Grade 5	83	12%	30%	76	9%	33%
Grade 6	71	14%	30%	84	8%	34%
Grade 7	60	8%	30%	79	6%	47%
Grade 8	56	11%	40%	62	3%	51%
All Grades	547	11%	35%	586	8%	43%

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	345	6%	38%	386	3%	43%
ELL - No	202	20%	32%	200	18%	43%

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	51	2%	22%	35	0%	38%
LTEL – No <7 years EL	294	6%	38%	351	3%	44%

Note for LTEL category:

"Yes - LTEL": English Learner for 7 or more years

"No - < 7 years EL" : English Learner for less than 7 years

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	76	5%	23%	101	3%	32%
Special Education - No	471	12%	38%	483	9%	45%

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	0%	0%	4	25%	67%
Black or African American				1	0%	
Hispanic/Latino	526	11%	36%	563	8%	43%
Native Hawaiian or Other Pacific Islander	6	0%	33%	8	13%	71%
Two or More Races	4	25%	50%	3	0%	33%
White	8	13%	50%	7	14%	33%

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	72	15	20%	61	10	16%		

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 4	76	10	13%	71	8	11%		
Grade 5	77	13	16%	82	21	26%	15%	27%
Grade 6	62	15	24%	71	5	7%		
Grade 7	57	14	24%	63	12	19%		
Grade 8	60	25	41%	55	14	25%	25%	27%
All Grades	404	92	23%	403	70	17%		

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	215	14	7%	229	11	5%	8%	7%
ELL - No	189	78	41%	174	59	34%		35%

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	59	1	2%	2.5%	3%
LTEL - No	N/A	N/A	N/A	170	10	6%	6.5%	7%

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	53	1	2%	57	0	0%	2.5%	3%
SPED - No	351	91	26%	346	70	20%		

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%		
Black or African American	*	*	*	1	0	0%		
Filipino	*	*	*	1	0	0%		
Hispanic/Latino	384	88	23%	388	68	18%	23.5%	20%
Native Hawaiian or Other Pacific Islander	*	*	*	2	0	0%		

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 %
Two or More Races	*	*	*	3	1	33%	51%	35%
White	10	0	0%	7	0	0%		

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	*	*	*	3	0	0%	1%	2%
Not Homeless	398	92	23%	400	70	18%		19%

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	72	16	22%	69	19	28%		
Grade 4	78	10	12%	72	8	11%		
Grade 5	78	11	14%	83	11	13%	13%	15%
Grade 6	62	11	17%	75	4	5%	10%	7%
Grade 7	59	9	15%	63	4	6%		
Grade 8	60	11	18%	58	9	16%		
All Grades	409	68	17%	420	55	13%		

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	220	19	9%	246	14	6%	10%	8%
ELL - No	189	49	26%	174	41	24%		25%

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	59	1	2%	2.5%	3%
LTEL - No	N/A	N/A	N/A	187	13	7%	8%	9%

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	53	1	2%	56	0	0%	2.5%	2%
SPED - No	351	67	19%	364	55	15%		16%

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	0	0%		
Black or African American	*	*	*	1	0	0%		
Filipino	*	*	*	1	0	0%		
Hispanic/Latino	384	66	17%	405	54	13%	18%	15%
Native Hawaiian or Other Pacific Islander	*	*	*	2	1	50%		
Two or More Races	*	*	*	3	0	0%	1%	2%
White	10	0	0%	7	0	0%		

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	*	*	*	3	0	0%	1%	2%
Not Homeless	398	68	17%	417	55	13%		14%

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	<p>Planning Days</p> <p>These funds will pay for subs and materials as they relate to the full implementation of a multi-tiered system of support for all students on campus. Implement teacher collaboration and planning time (PLC) through release time to review assessment data for math to plan for student acceleration. Discussion topics will include analysis of data/standards, unit implementation, and lesson planning. Activity may be led by an administrator or by a district-funded site coach. Continue with i-Ready diagnostic assessments and i-Ready training. Analyze i-Ready diagnostic assessment</p>	All Students K-8	50,000 Foundation

	data in Inquiry cycles. Working in grade level or content-based teams, analyze data, plan small group supplemental instruction, implement, reflect, repeat. A special focus will be given to students with disabilities and English learners.		
3.2	Teacher stipends for planning time for after school.	All Students	6,596 Title I 10,000 Site Improvement Funds
3.3	Coaching and release days to plan for instruction to address English Learners.	Hispanic, SED, SwD	8000 Title I
3.4	After School Tutoring	Hispanic, SED, SwD	20,000 Title I
3.5	Special Education Teachers were trained in SIPPs to improve phonics, and for math, teachers have been trained in the new curriculum, Illustrative Math that has scaffolding built into its daily lessons.	Students with Disabilities	0 District Funded
3.6	PE Plus for Kindergarten through six grade.	Kinder-6th Graders	26,000 Measure U 5000 Donations
3.7	Targeted small group instruction	Hispanic, SED, SwD	0 District Funded
3.8	A full time instructional aide is being assigned to support kindergarten students in classrooms, focusing on early reading skills. The kindergarten aide will also work to provide after school support to newcomer students in grades K-2.	Kindergarten Students	0 District Funded
3.9	STEAM Enrichment Teacher will focus on delivering instruction in the areas of science, technology, engineering, the arts, and mathematics for students in grades 6-8. The STEAM teacher will use best practices to enhance reading and math skills within the context of his/her lessons.	All Students/6-8	73,580 Measure U 24179 Donations
3.10	Music Teacher K-3		19,000 Measure U
3.11	Double Math Period for 8th Grade Students	8th Grade Student	0 District Funded

3.12	Music Teacher for 4-8th graders.	4-8th Graders	98,200 Prop. 28 64,500 Measure U 18,149 Site Improvement Funds
3.13	STEAM and music materials	4th-8th Graders	18,072 Prop. 28

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	\$154,531.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$734,276.00

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	\$127,596.00

Subtotal of additional federal funds included for this school: \$127,596.00

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
District Funded	\$0.00
Donations	\$29,179.00
Foundation	\$100,000.00
Measure U	\$183,080.00
Other	\$80,000.00
Prop. 28	\$116,272.00
Site Improvement Funds	\$98,149.00

Subtotal of state or local funds included for this school: \$606,680.00

Total of federal, state, and/or local funds for this school: \$734,276.00

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
- 4 Parent or Community Members

Name of Members	Role
Lupe Guzman	Principal
Community School Coordinator/Andrea Hernandez	Other School Staff
Laura Lentz	Classroom Teacher
Erin Crescenti	Classroom Teacher
Jake Mauldin	Classroom Teacher
Lilia Valdez/Chair	Parent or Community Member
Mayra Valencia	Parent or Community Member
Flor Magallanes	Parent or Community Member
Lizbeth Ponce	Parent or Community Member
	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

Lizbeth Estrada

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 4/23/25.

Attested:



Principal, Lupe Guzmán on 5/14/25



SSC Chairperson, Lilia Valdez on 5/14/25

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.

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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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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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