School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden Gate Community School	07 10074 0730614	May 28, 2025	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Golden Gate Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Goals, Strategies, & Proposed Expenditures

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 and Culture
Create secure, inclusive, and welcoming learning environments that encourage student attendance and strengthen their connection to their schools.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools.

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 School Site Council has analyzed academic performance across student groups, identifying a critical need in Goal 1. This goal focuses on improving attendance rates and reducing chronic absenteeism for all students, with a particular emphasis on subgroups such as Foster Youth, Homeless, English Learners, and Socio-economically Disadvantaged students. Additionally, the goal aims to increase high school graduation rates, with targeted efforts for Foster Youth, Homeless, English Learners, and Socio-economically Disadvantaged students. Lastly, it seeks to reduce suspension and expulsion rates for various student groups, including All Students, African American Students, English Learners, Foster Youth, Homeless, Socio-economically Disadvantaged students, and Students with Disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the student, staff, and parent perception as reported on the school climate based on the CalSCHLS survey	The school climate based on the CHKS survey 2024/2025 75% agreed or strongly agreed Parents feel welcome to participate at this school. • 79% of staff agree or strongly agree that we positively impact those we serve • 59% of students indicate they agree or strongly agree they have school connectedness	The school climate based on the CalSCHLS survey 2025/26 • 80% of parents agree or strongly agree that the school promotes parent involvement • 90% of staff agree or strongly agree that the student learning environment is positive • 59% of students indicate they agree or strongly agree they have school connectedness.
Suspension Rate: All Students: African American Students: English Learners: Foster Youth:	Suspension Rate 2025 Dashboard All Students: 9.7% (Local Data) African American Students: 9.1% English Learners: No Data Foster Youth: No Data	Suspension Rate 2025/26 All Students: 2% African American Students: 2% English Learners: No Data Foster Youth: No Data

Homeless: Socio-economically Disadvantaged: Students with Disabilities:	Homeless: No Data Socio-economically Disadvantaged: 10.8% Students with Disabilities: 12.8%	Homeless: No Data Socio-economically Disadvantaged: 2% Students with Disabilities: 2%
Facilities in Good Repair	Facilities in Good Repair 2025/25 GG received a rating of "Good" in all areas on the 2024 Facility Inspection Tool (FIT). Except for Richmond, which received a Fair.	Facilities in Good Repair 2026/27 GG will receive a rating of "Good" in all areas on the 2025 Facility Inspection Tool (FIT).
Chronic Absenteeism Rate: All Students Foster Youth Homeless	Chronic Absenteeism Rate 2025 Local Data All Students: 66% Foster Youth: no performance level Homeless: no performance level	Chronic Absenteeism Rate 2026/27 All Students: At most 50% Foster Youth: No Data Homeless: No Data
High School Graduation Rate: All Students Foster Youth Homeless English Learners Socio-economically Disadvantaged	High School Graduation Rate: 2024/25 All Students: 45% (4/5 year cohort) Foster Youth: No performance level Homeless: No performance level English Learners: No performance level Socio-economically Disadvantaged: 45	High School Graduation Rate: All Students 68% Foster Youth: No performance level Homeless: No performance level English Learners: No performance level Socio-economically Disadvantaged: 68%
Attendance Rates: All Students Foster Youth Homeless English Learners Socio-economically Disadvantaged	Attendance Rates : 2024/25 All Students : 68% Foster Youth: 87% Homeless: No performance level English Learners:68% Socio-economically Disadvantaged: 67%	Attendance Rates : Growth of 14% All Students: 82% Foster Youth: 95% Homeless: English Learners: 82% Socio-economically Disadvantaged: 81%

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	In order to meet the socio-emotional and behavioral needs of our students, we will implement teacher and staff training and coaching, inclusive of materials and supplies, for instructional staff on community building. This encompasses Restorative Practices, PBIS, Incentive Systems, trauma-informed practices, Social-Emotional Learning (SEL), and alternatives to suspension. On a monthly basis.	All Students	52,000 Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Restorative Justice Program
1.2	Family and Community Engagement Specialist focusing on social-emotional supports and community building for students, family, and community - working with all stakeholders at least monthly.	All Students	117,795 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Family and Community Engagement Specialist Salary (1.0 FTE) 87,370 Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Family and Community Engagement Specialist
1.3	SEL Training and program	All Students	2660 Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Training and materials for use of SEL Program
1.4	Bus passes in order to facilitate responsibility to arrive at school on time.	All Students	1550 Title I Part A: Disadvantaged Students 7000-7439: Other Outgo Bus passes
1.5	College Information and Incentive Program for Students	All Students	68,000 Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Pathways to College
1.6	Pearson - NEPSY School Psychologist Assessment Tools and Protocols	Students with Special Needs	11,000 CSI 4000-4999: Books And Supplies Pearson - NEPSY School Psychologist Assessment Tools and Protocols
1.7	Mentoring Program - 100 Years, to provide mentoring for at-risk students	All Students	50,000 CSI 5800: Professional/Consulting Services And Operating Expenditures 100 Years

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Golden Gate completed 3 out of 3 of strategies for our 2025/26 SPSA. Golden Gate's Graduation Rate, decreased African American students, and our Chronic Absenteeism did increase.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement Restorative Practices due to ability to expand services, and support students with ORI for Socio-Emotional Learning box Strategy 1, Activity 3. In order to meet the socio-emotional and behavioral needs of our students, we will implement teacher and staff training and coaching, inclusive of materials and supplies, for instructional staff on community building. This encompasses Restorative Practices, PBIS, Incentive Systems, trauma-informed practices, Social-Emotional Learning (SEL), and alternatives to suspension Strategy 1 Activity 1.

Goals, Strategies, & Proposed Expenditures

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.

Equitable, High Quality Instructional Programs
Implement equitable, high-quality instructional programs and offer diverse educational options to ensure every student graduates college and career-ready. Strive for a 3% increase in student improvement in both Math and Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Execute equitable, high quality instructional programs and provide educational options to ensure every student graduates college and career ready.

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 GGCS School Site Council has identified key needs for academic improvement:

1. Access to Instructional Materials: Improve equitable access to instructional materials for various student groups.

2. Renaissance Star Performance Improvement: Enhance proficiency in Math and English Language Arts, aiming for a minimum 3% increase in the average percentile ranking for each Renaissance Star administration.

3. Completed A-G Coursework Rate: Targeted focus on All Students, English Learners, Foster Youth, and Socio-economically Disadvantaged students to improve completion rates of A-G coursework for college readiness.

4. Career Technical Education (CTE) Pathways: Achieve a 5% annual increase in students completing CTE courses leading to established pathways.

5. Multi-Tiered System of Support (MTSS) Implementation: Fully implement MTSS by the 2025-2026 academic year, addressing academic, social-emotional, and behavioral interventions.

6. English Learner Reclassification Rate: Achieve a minimum annual growth of 2 reclassifications of English Learner students as Fluent English Proficient, based on ELPAC performance and additional criteria.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to Instructional Materials as determined by William's Reports	100% of Students Have Access to Materials	100% of Students Have Access to Materials
In mathematics the average percentile ranking for each Renaissance Star administration will increase by a minimum of three percentage points for all students.	Ren STAR Math: Long term student academic gain percent 62%	Ren STAR Math: Long term student academic gain percent 70%
In English Language Arts the average percentile ranking for each Renaissance Star administration will	Ren STAR ELA: Long term student academic gain percent 54%	Ren STAR ELA: Long term student academic gain percent 64%

increase by a minimum of three percentage points for all students		
Completed A-G Coursework Rate All Students - English Learners - Foster Youth Socio-economically Disadvantaged -	Completed A-G Coursework Rate All Students - No level English Learners - No Level Foster Youth - No Level Socio-economically Disadvantaged - No Level	Completed A-G Coursework Rate All Students - 5% English Learners - 5% Foster Youth - 5% Socio-economically Disadvantaged - 5%
Each year there will be a 5% increase of students completing a CTE course towards a CTE pathway	Completed CTE Coursework Rate All Students - No level English Learners - No Level Foster Youth - No Level Socio-economically Disadvantaged - No Level Majority of students will have finished by the end of 2024-2025 school year.	Completed CTE Coursework Rate All Students - 5% English Learners - 5% Foster Youth - 5%l Socio-economically Disadvantaged - 5%
By 2024-2025 the school will have full implementation of MTSS with a focus on interventions for all student needs. (academic, social emotional, behavioral)	This year GGCS had Tier I goals for Reading, Attendance, and SEL implementation	Tier 1 and 2 implementation based on goals for Behavior, Academics and Socio-emotional learning by end of 2025/2026
English Learner Reclassification Rate - There will be a minimum of 2 percentage points growth annually in the number of English learner students being reclassified as Fluent English Proficient (FEP) based on ELPAC performance and meeting additional reclassification criterion.	English Learner Reclassification Rate - 2023/2024 25.9% of students were reclassified (2025/26 fewer than 11 students, no data)	By the end of 2025/26 GGCS will have a minimum of 50% reclassification rate.

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	Engage English Learners in relevant English Language Development curriculum	English Learners	2500 Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies ELD Supplement Materials and Licenses
2.2	Employ additional classified staff, and provide extra hours as needed, to provide instructional support in the classroom, and attend extra training for teachers and staff.	All Students	278,803 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries 6.5 (FTE) Instructional Assistants Salaries x6 276,667 Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits 6.5 hr FTE Instructional Assistant Benefits x6

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Shared TOSA 50% funding from GG providing instructional support, coaching, improving staff capacity	All students	73,442 CSI 1000-1999: Certificated Personnel Salaries full-time TOSA shared with Mt. McKinley 50% from Golden Gate Salary 40,428 CSI 3000-3999: Employee Benefits full-time TOSA shared with Mt. McKinley 50% from Golden Gate Benefits
2.4	STEAM Lessons for Students	All Students	58,000 CSI 5800: Professional/Consulting Services And Operating Expenditures Oasis
2.5	STEAM Lessons for Students	All Students	32,000 Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures OASIS Art and Science (Look into other support from Prop 28)
2.7	Software licenses for supportive monitoring and intervention	All students	12,000 CSI 4000-4999: Books And Supplies Professional Licenses, Nearpod, Renaissance
2.8	Study Trips	All Students	10,000 CSI 5800: Professional/Consulting Services And Operating Expenditures Student Study Trips
2.9	Sub release days for teachers to support MTSS Attend Conferences.	All Students	25,000 CSI 5800: Professional/Consulting Services And Operating Expenditures School Visits IS programs, Alternative Schools
2.10	Common Lit Training and Curriculum	All Students	24,000 Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Common Lit
2.11	WASC Training and Professional Development	All Students	2000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures WASC Membership
2.12	Online Support for Curriculum and Intervention	All Students	3125 CSI 4000-4999: Books And Supplies IXL Licenses
2.13	Software Upgrade for better student access	All Students	4500 CSI 5000-5999: Services And Other Operating Expenditures Chromebooks

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Golden Gate completed 12/12 strategies identified in the 2025/26 SPSA. There was modest growth, data reported from the dashboard, such as the 5 reclassifications were not noted. Academic advancement is being made as registered in CAASPP ELA and Math.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For both the goal will be continuing with modest growth 4%, but also ensure curriculum used matches instructional strategies. Golden Gate will train staff for ELD, Strategy 2, Activity 1, add study trips and licenses Strategy 2 Activity 8, utilize a shared TOSA Strategy 2, Activity 3, and teacher conferences to improve instruction in all core areas and ELD Strategy 2 Activity 9.

Goals, Strategies, & Proposed Expenditures

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.

Social-Emotional Health
By Fall 2025, achieve full implementation of a Mutli-tiered integrated social-emotional program. This program is designed to support the well-being of all students and staff by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Fully implement a tiered integrated social-emotional program to support the well-being of all students and staff by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

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.

Improve Students' Socio-Emotional Health as measured by the California Healthy Kids Survey in various indicators: "Caring Relationships", Improve "Student Meaningful Participation"
Additionally, foster a positive perception of School Safety by addressing experiences of harassment or bullying as measured by the California Healthy Kids Survey. Furthermore, work on improving staff perception regarding harassment and bullying among students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the "Caring Relationships" score as reported on the Students' California Healthy Kids Survey.	2025 62% of students reported having a caring adult in the school based on the Healthy Kids Survey	80% of students report having a caring adult in the school based on the Healthy Kids Survey in 2025/26
Improve the "High expectations-Adults in Schools" score as reported on the Students' California Healthy Kids Survey.	2025 76% of students reported adults having high expectations of them	90% of students report adults having high expectations of them in 2025/26
Improve the "Student Meaningful Participation" score as reported on the Students' California Healthy Kids Survey.	2025 27% of students reported being meaningfully involved in school	34% of students report being meaningfully involved in school in 2025/26
Improve perception regarding School Safety as measured on the California Healthy Kids Survey's "Experienced any harassment or bullying" question.	2025 26% reported experiencing harassment or bullying.	No more than 14% report experiencing harassment or bullying in 2025/26
Improve the staff's perception of harassment, bullying among students.	2025 9% of staff perceive bullying as a moderate/severe problem	No more than 5% of staff perceive bullying as a moderate/severe problem in 2025/26

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	Incentivize positive behavior and attendance	All Students	12,077 Title I Part A: Disadvantaged Students 7000-7439: Other Outgo PBIS Incentives
3.2	Continue employing Student Info System Specialist for the purpose of supporting learning and socio-emotional data for students, in order to support data analysis and lesson planning. To help support multi-tiered system of support data	All Students	46,898 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Student Info System Specialist Salary 26,350 Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Student Info Specialist Benefits
3.3	CPI Training	All Students	0 Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Training for de-escalation and crisis handling Covered by county
3.4	Travel Conferences/ MTSS	All Students	32,000 CSI 5800: Professional/Consulting Services And Operating Expenditures Travel Conferences
3.5	Full Release Golden Gate Teacher on Special Assignment with MTSS and PBIS focus	All Students	143,990 CSI 1000-1999: Certificated Personnel Salaries Full Release GG TOSA - MTSS/PBIS Focus Salary 81,535 CSI 3000-3999: Employee Benefits Benefits for full release GG TOSA - MTSS/PBIS Focus Salary
3.7	Foster and Homeless Youth Support - Educational Liaison	Foster and Homeless Youth	21,472 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Foster and Homeless Youth Educational Youth Liason GG portion of salary 11,938 Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Foster and Homeless Youth Educational Youth Liason GG portion of benefits
3.8	Foster and Homeless Youth Support - Director	Foster and Homeless Youth	4048 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Foster and Homeless Youth Director GG portion of salary 2428 Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Foster and Homeless Youth Director GG portion of benefits
3.9	Mental Health Supportive Services - COPE	All Students	90,000 CSI 5800: Professional/Consulting Services And Operating Expenditures COPE Counseling
3.10	Socio-emotional Screening and Tracking for MTSS	All Students	4521 CSI 5000-5999: Services And Other Operating Expenditures Aimsweb and Review 360

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Golden Gate Completed 1 out of 1 strategies identified in the 2024/25 SPSA. 62% of students reporting having a caring adult, and 76% reporting that adults have high expectations of them show that the programs are effective. There is still a 26% reporting of bullying which needs to be reduced.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Improve Students' Socio-Emotional Health - indicators will be measured by the California Healthy Kids Survey in various indicators: Elevate the "Caring Relationships" score. Enhance the "High Expectations-Adults in Schools" score. Improve the "Student Meaningful Participation" score. Additionally, foster a positive perception of School Safety by addressing experiences of harassment or bullying as measured by the California Healthy Kids Survey. Furthermore, work on improving staff perception regarding harassment and bullying among students. Increase meaningful engagement and caring relationships by 5% reduce students who have been bullied by 5%, and staff perception by 5% f0r 2026/2027

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent, Family and Community Engagement
Involve parents/guardians, families, and community partners through education, communication, and collaboration to foster student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage parents/guardians, families and community partners through education, communication, and collaboration to promote student success.

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.

To enhance the overall school environment and parent engagement, there is a need to make Parents feel more welcome to participating at this school as measured in the indicator on the Cal-SCHLS survey.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the "Parents feel welcome to participate at this school" indicator on the California Healthy Kids (CHKS) survey.	75% of parents agree or strongly agree that the school promotes parent involvement per the codes in the CHKS parent outcomes (2025/26)	By 2026/27 85% of parents agree or strongly agree that the school promotes parent involvement
Parent Engagement Opportunities - Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.	2026/27 There were 17 parent events including Back to School Night, as well as PIQE (Parent Institute for Quality Education) parent education.	At least 8 parent engagement activities will occur beyond Back to School Night

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
4.1	Extra staff hours for parent involvement, and Professional Development	All Students	11234 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Employee Extra hours
4.2	Contract with PIQE to support parent involvement	All Students	17,000 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			PIQE Contract

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Golden Gate Completed 2 of 2 strategies identified in the 2025/26 SPSA. Overall parent responses were positive. We did not have many parents responding to the California Healthy Kids Survey. The numbers did not register in the cells due to the small number of respondents.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between intended implementation and actual implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parents will be encouraged to participate in Parent Meetings and cultural evens, and CHKS will be promoted at Principal Chats. PIQE remained virtual due to parent availability and logistics of multiple sites.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$1,169,812
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,738,331.00
Total Federal Funds Provided to the School from the LEA for CSI	$653,041

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI	$639,541.00
Title I Part A: Disadvantaged Students	$1,070,556.00
Title I Part A: Parent Involvement	$28,234.00

Subtotal of additional federal funds included for this school: $1,738,331.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $1,738,331.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
CSI	653,041	13,500.00
Title I Part A: Disadvantaged Students	1,070,556	0.00
Title I Part A: Parent Involvement	28,234	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	639,541.00
Title I Part A: Disadvantaged Students	1,070,556.00
Title I Part A: Parent Involvement	28,234.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	217,432.00
2000-2999: Classified Personnel Salaries	480,250.00
3000-3999: Employee Benefits	526,716.00
4000-4999: Books And Supplies	28,625.00
5000-5999: Services And Other Operating Expenditures	9,021.00
5800: Professional/Consulting Services And Operating Expenditures	462,660.00
7000-7439: Other Outgo	13,627.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI	217,432.00
3000-3999: Employee Benefits	CSI	121,963.00
4000-4999: Books And Supplies	CSI	26,125.00
5000-5999: Services And Other Operating Expenditures	CSI	9,021.00

5800: Professional/Consulting Services And Operating Expenditures	CSI	265,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	469,016.00
3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	404,753.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	180,660.00
7000-7439: Other Outgo	Title I Part A: Disadvantaged Students	13,627.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	11,234.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	17,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	390,375.00
Goal 2	842,465.00
Goal 3	477,257.00
Goal 4	28,234.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Ricky Mendoza	Principal
Dharmendra Lal	Classroom Teacher
Renee Maez	Other School Staff
Shani Shay	Parent or Community Member
Gabriela Licona	Secondary Student
Kai Powell	Parent or Community Member
Charlene Tuckerson	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Golden Gate Charter Advisory Board (Co-equal with the SSC)

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 5/20/2026.

Attested:

	Principal, Ricky Mendoza on 9/2/2026
	SSC Chairperson, Charlene Tuckerson on 9/2/2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023