

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Middle School	39-68585-0102657		June 18, 2024

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 Christa McAuliffe Middle School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Christa McAuliffe Middle 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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

The SPSA/ATSI plan is presented to both the PTSA and ELAC committees and Parent Workshops for approval during one of their monthly meetings.

Christa McAuliffe is not a Title I school and does not require a School Site Council.

Resource Inequities

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

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

Based upon the California School Dashboard state indicators, Christa McAuliffe Middle school has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, Students of Two or More Races entered ATSI due to meeting the criteria based on the following indicators: Suspension Rate (Red) and Chronic Absenteeism Rate (Orange) as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through Professional Development and targeted support. Christa McAuliffe school professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Christa McAuliffe Middle School's Chronic Absenteeism & Suspension Rate indicator was in the "Orange" performance category as reported by the 2023 CA Dashboard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the needs assessment, we have identified the following areas in suspension & chronic absenteeism rate that need significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard we have identified (a) Suspension rate of students with Two or more races were in the red for the past two years AND (b) and chronic absenteeism rate was in the orange for 2023. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented as described in the Goals, Strategies and Activities in this ATSI plan.

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.

Additional Targeted Support & Improvement (ATSI)

The educational outcomes of our students of Two or More races will mirror that of the general population (All Students group on the dashboard).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

CDE CA Dashboard Data for the 2022-23 school year indicates that Christa McAuliffe Middle School is in the orange or red indicators Suspension and/or Chronic Absenteeism for the following student groups: Two or More Races: Chronic Absenteeism (Orange) & Suspension (Red).

Steps taken to address these identified needs include:

Identify and target the students with the following supports:

- PBIS team will create a formal screening process to make sure all identified students are being supported.
- Check-in/Checkout
- Site Interventions Teams with counselors and administration (SIT Teams)
- Prevent, Teach, Reinforce, or Behavior
- Tardy Contracts

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
Positive Behavioral Interventions & Supports (PBIS) Implementation Fidelity	2023-24 Local Data: Tier 1 TFI Score 100% Tier 2 TFI Score 98% Tier 3 TFI Score 95%	2024-25 Local Data: Tier 1 TFI Score 100% Tier 2 TFI Score 100% Tier 3 TFI Score 98%
PBIS Recognition	Platinum for the 2023-24 school year	Platinum for the 2024-25 school year
Chronic Absenteeism Rate	22% of students of Two or More Races were chronically absent as reported by the 2023 CA Dashboard Chronic Absenteeism performance indicator.	Christa McAuliffe Middle school will reduce the Chronic Absenteeism rate by 5% from 22-17% for students of Two or More Races as measured by the 2024 CA Dashboard.

Suspension Rate	14% of students of Two or More Races were suspended at least one day as reported by the 2023 CA Dashboard.	Christa McAuliffe Middle school will reduce the Suspension rate by 5% from 14% to 9% for students of Two or More Races as measured by the 2024 CA Dashboard.
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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	Reduce the number of Chronic Absenteeism rate for Two or More Races by 5% through Check-In/Checkout, SIT Teams, Prevent, Teach, Reinforce, or Behavior, and Tardy Contracts.	All students with a focus on Two or More Races	7500 LCFF 1100 Teacher
1.2	Reduce the number Suspension rate for Two or More Races by 8% form 12% through Check-In/Checkout, SIT Teams, Prevent, Teach, Reinforce, or Behavior, and Tardy Contracts.	All students with a focus on Two or More Races	7500 LCFF 1100 Teacher

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	High for African Americans, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White	African Americans- Orange English Learners- Red Hispanic- Orange Two or More Races- Orange Socioeconomically Disadvantaged- Yellow Students with Disabilities- Orange White- Orange
Chronic Absenteeism	Medium for Asian and Filipino	Asian- Red Filipino- Orange
Suspension Rate	High for African Americans, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White	African Americans- Red English Learners- Green Hispanic- Red Socioeconomically Disadvantaged- Orange Students with Disabilities- Orange White- Yellow
Suspension Rate	Medium for Asian and Two Or More Races	Asian- Green Two or More Races- Red
English Language Arts	Low for African Americans, English Learners, and Students with Disabilities	African American- Red English Learners- Orange Students with Disabilities- Orange

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Arts	Medium for Asian, Hispanic, Socioeconomically Disadvantaged, and white	Asian- Yellow Hispanic- Yellow Socioeconomically Disadvantaged- Yellow White- Yellow
Math	Low for African Americans, English Learners, Hispanic, and Students with Disabilities	African American- Orange English Learners- Orange Hispanic- Yellow Students with Disabilities- Orange
Math	Low for Asian, Filipino, and White	Asian- Yellow Filipino- Blue White- Yellow

Analysis

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

We were able to exit all the African-American Students and Students with Disabilities from ATSA.

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

Our goal was to send out PBIS Team members to more professional development to help grow the program. This did not take place. This major difference between the intended implementation and the budget expenditures.

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.

New strategies, Tardy Contracts, and Prevent, Teach, Reinforce, or Behavior will be implemented. Check-in/Checkout will be reimplemented. Goal Number 1

Goals, Strategies, & Proposed Expenditures

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

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$15,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)
LCFF	\$15,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$15,000.00

Total of federal, state, and/or local funds for this school: \$15,000.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1100 Teacher	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1100 Teacher	LCFF	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,000.00

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

Valerie Righ

English Learner Advisory Committee

Ky

Other: PTA

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 .

Attested:

Pierre Kirby

Principal, Pierre Kirby on 5/21/2024