School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lewis H. Britton Middle School	43 69583 6095384	5/22/2025	

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 Lewis H. Britton Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

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.

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Plan Description

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

This plan is being used by Lewis H. Britton Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

Lewis H. Britton Middle School: A Hub of Learning and Growth
Lewis H. Britton Middle School, a cornerstone of the Morgan Hill Unified School District, serves approximately 640 students in grades 6 through 8. Under the leadership of Principal Nanette Donohue, the school is committed to providing a comprehensive education that fosters academic excellence, social-emotional well-being, and a love of learning.

Academic Focus and Innovation
Britton Middle School offers a rigorous academic program that prepares students for high school and beyond. Core subjects, such as English Language Arts, Mathematics, Science, and Social Studies, are taught by highly qualified teachers who use innovative instructional strategies. The school also emphasizes the importance of integrating technology, providing students with Chromebooks to enhance personalized learning experiences.

Enrichment Opportunities
To enrich the educational experience, Britton Middle School offers a variety of extracurricular activities. Students can participate in sports, clubs, and arts programs, including band, choir, and theater. The school also offers opportunities for students to participate in STEM activities, including robotics and engineering.

Support Services
The school is committed to supporting the needs of all students. A dedicated team of counselors, psychologists, and special education teachers provides individualized support to students who require additional assistance. The school also offers a variety of intervention programs to help students who are struggling academically or socially.

School Climate and Culture
Britton Middle School strives to create a positive and inclusive school climate. The school's Positive Behavioral Interventions and Supports (PBIS) program promotes positive behavior and social skills. Additionally, the school emphasizes the importance of character education and community service. The Britton Middle School Climate and Culture team plays a vital role in fostering a positive and supportive learning environment for all students. This dedicated group of counselors, administrators, and school psychologists collaborates to assess student needs, identify potential challenges, and develop comprehensive support plans. Utilizing a continuum of interventions such as Student Support Teams (SSTs), Restorative Justice practices, Check-In/Check-Out, the Wellness Center, behavior plans, home visits, IEPs, and 504 plans, the team ensures that students receive the appropriate level of support to address their social-emotional well-being. This proactive and multi-faceted approach not only helps students overcome obstacles but also cultivates a school culture where all individuals feel valued, respected, and empowered to succeed academically and personally.

Ongoing Improvement
Britton Middle School is continually seeking ways to improve its educational program. Through ongoing professional development, data-driven decision-making, and collaboration with parents and community members, the school aims to provide the best possible education for its students.

Educational Partner Involvement

How, when, and with whom did Lewis H. Britton 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

All educational partner groups are consulted when developing this plan. At various times throughout the year, the administration worked with parents during School Site Council Meetings, Home and School Meetings, ELAC meetings, and Parent/Principal Conversations. Additionally, Britton staff have been consulted during staff meetings, the Hannover

Survey conducted in Winter 2024, and our department leadership meetings. Students have been consulted through homeroom and on surveys.

During the 2024-2025 school year,

School Site Council meetings
10/17/24
12/12/24
1/16/25
3/20/25
4/24/25
5/22/25

ELAC Meetings
9/17/24
10/8/24
11/12/24
1/14/25
2/11/25
3/11/25
4/8/25
5/13/25

Principal Conversations
8/16/24
9/20/24
10/18/24
11/12/24
12/12/24
1/17/25
2/11/25
3/21/25
4/18/25
5/16/25
5/23/25

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.

According to the CA School Dashboard, our state indicators identify the areas for 'all students' ranking in the red zone: Chronic Absenteeism

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.

Student groups who fell two performance bands below the 'all students' performance for suspensions include Two or more Races, Long Term English learners, Students with Disabilities. Student groups who fell two performance bands below the 'all students' performance for English include Students with Disabilities.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Additionally, our Winter iReady data indicates that 45% of our students score two or more grade levels below in math, and 44% of our students score two or more grade levels below in reading. We noticed that our students struggle to understand and apply academic vocabulary. Additionally, students have gaps in their ability to read both academic and narrative writing, which has ripple effects throughout our academic disciplines.

Our district-administered Hanover Research LCAP Survey, 2024 indicates that of the 427 who took the survey, 73% reported that they can learn in many ways in school and after school. This information tells us that we need to shift how we make learning visible to our students and provide them with more opportunities to learn in different ways. These stated needs lead to our clinicals and actions by addressing the needs through the goals written for our school.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lewis H. Britton Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.46%	0.5%	0.65%	3	3	4
African American	0.61%	1.32%	1.31%	4	8	8
Asian	4.87%	5.13%	5.71%	32	31	35
Filipino	3.04%	2.65%	2.61%	20	16	16
Hispanic/Latino	62.25%	62.42%	61.99%	409	377	380
Pacific Islander	0.61%	0.5%	0.65%	4	3	4
White	24.05%	21.52%	21.37%	158	130	131
Two or More Races	2.13%	2.81%	2.45%	14	17	15
Not Reported	1.98%	3.15%	3.26%	13	19	
			Total Enrollment	657	604	613

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	184	178	215
Grade 7	223	192	186
Grade 8	250	234	212
Total Enrollment	657	604	613

Conclusions based on this data:

1. The number of 6th graders enrolled at Britton decreased by 54 students over the past three school years.
2. The number of 7th graders enrolled at Britton decreased by 17 students over the past three school years.
3. The number of 8th graders enrolled at Britton increased by one student over the past three school years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	143	124	125	21.8%	20.5%	20.4%
Fluent English Proficient (FEP)	95	105	104	14.5%	17.4%	17.0%

Conclusions based on this data:

1. The percentage of students identified as English Learners decreased by over 0.1% since the previous year's data.
2. The percentage of students identified as FEP overall has decreased by 0.4% since last school year.
3. The percentage of students identified as RFEP has (NO DATA AT THIS TIME)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	183	172	216	177	171	212	177	170	212	96.7	99.4	98.1
Grade 7	219	197	190	215	196	184	214	196	184	98.2	99.5	96.8
Grade 8	245	229	214	242	226	206	241	226	206	98.8	98.7	96.3
All Grades	647	598	620	634	593	602	632	592	602	98.0	99.2	97.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2496.	2473.	2488.	10.17	8.24	13.21	28.25	18.24	26.89	27.68	25.29	21.23	33.90	48.24	38.68
Grade 7	2523.	2505.	2513.	14.95	9.18	11.41	28.04	28.06	27.17	21.96	20.92	30.43	35.05	41.84	30.98
Grade 8	2542.	2519.	2539.	14.52	10.18	10.68	29.05	22.57	32.04	27.39	26.55	26.70	29.05	40.71	30.58
All Grades	N/A	N/A	N/A	13.45	9.29	11.79	28.48	23.14	28.74	25.63	24.32	25.91	32.44	43.24	33.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	15.25	11.76	11.32	52.54	37.65	53.77	32.20	50.59	34.91
Grade 7	16.82	12.24	10.87	61.21	60.20	60.87	21.96	27.55	28.26
Grade 8	14.94	12.83	12.14	55.60	49.12	57.28	29.46	38.05	30.58
All Grades	15.66	12.33	11.46	56.65	49.49	57.14	27.69	38.18	31.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.93	6.47	12.26	50.57	44.12	50.00	37.50	49.41	37.74
Grade 7	17.84	13.78	13.11	46.95	43.37	51.37	35.21	42.86	35.52
Grade 8	10.79	13.27	14.56	57.26	46.02	54.37	31.95	40.71	31.07
All Grades	13.49	11.49	13.31	51.90	44.59	51.91	34.60	43.92	34.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.56	5.29	14.62	64.97	74.71	63.68	21.47	20.00	21.70
Grade 7	11.68	6.63	7.07	72.90	73.98	78.80	15.42	19.39	14.13
Grade 8	14.94	9.29	11.17	73.44	72.57	71.84	11.62	18.14	16.99
All Grades	13.45	7.26	11.13	70.89	73.65	71.10	15.66	19.09	17.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.60	11.76	9.91	70.62	60.00	63.68	19.77	28.24	26.42
Grade 7	16.36	9.69	16.30	63.08	60.20	60.33	20.56	30.10	23.37
Grade 8	17.43	11.95	20.39	66.39	66.81	64.08	16.18	21.24	15.53
All Grades	14.87	11.15	15.45	66.46	62.67	62.79	18.67	26.18	21.76

Conclusions based on this data:

1. Over the past two years, the overall percentage of students scoring below standard in reading decreased by 7.6%.
2. Over the past two years, the overall percentage of students scoring below standard in writing decreased by 9.4%.
3. Over the past two years, the overall percentage of students scoring below standard in research and inquiry decreased by 4.42%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	183	172	216	177	170	213	177	170	213	96.7	98.8	98.6
Grade 7	218	197	189	209	196	185	209	196	185	95.9	99.5	97.9
Grade 8	245	228	214	236	226	205	236	226	205	96.3	99.1	95.8
All Grades	646	597	619	622	592	603	622	592	603	96.3	99.2	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2477.	2471.	2474.	13.56	8.82	13.62	15.82	10.59	13.62	23.73	31.18	22.54	46.89	49.41	50.23
Grade 7	2513.	2495.	2514.	14.35	12.24	15.14	19.62	16.84	16.22	24.40	23.47	31.35	41.63	47.45	37.30
Grade 8	2511.	2501.	2508.	14.83	11.50	12.20	11.44	14.60	17.07	27.12	21.68	18.54	46.61	52.21	52.20
Grade 11															
All Grades	N/A	N/A	N/A	14.31	10.98	13.60	15.43	14.19	15.59	25.24	25.00	23.88	45.02	49.83	46.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.56	7.06	14.08	38.98	40.59	35.68	47.46	52.35	50.23
Grade 7	16.27	14.29	17.30	42.58	38.78	44.32	41.15	46.94	38.38
Grade 8	14.83	11.06	11.27	41.95	40.71	36.76	43.22	48.23	51.96
Grade 11									
All Grades	14.95	10.98	14.12	41.32	40.03	38.70	43.73	48.99	47.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.47	5.29	6.10	45.20	54.71	49.77	46.33	40.00	44.13
Grade 7	15.79	12.24	11.89	47.85	46.94	55.14	36.36	40.82	32.97
Grade 8	15.68	11.95	14.63	48.31	50.88	54.63	36.02	37.17	30.73
All Grades	13.67	10.14	10.78	47.27	50.68	53.07	39.07	39.19	36.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.60	9.41	9.86	61.58	56.47	55.87	28.81	34.12	34.27
Grade 7	13.40	10.71	14.59	57.89	59.69	62.70	28.71	29.59	22.70
Grade 8	12.29	7.08	12.20	58.47	56.64	56.59	29.24	36.28	31.22
All Grades	11.90	8.95	12.11	59.16	57.60	58.21	28.94	33.45	29.68

Conclusions based on this data:

1. Over the past two years, the overall percentage of students scoring below standard in concepts and procedures decreased by 1.81%
2. Over the past two years, the overall percentage of students scoring below standard in problem-solving & modeling/data analysis decreased by 3.04%
3. Over the past two years, the overall percentage of students scoring below standard in communicating reasoning decreased by 3.77%

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1524.2	1524.6	1535.1	1535.5	1529.1	1537.4	1512.4	1519.6	1532.3	43	29	40
7	1544.2	1536.5	1537.4	1557.9	1543.5	1542.3	1530.1	1529.1	1532.0	43	43	30
8	1555.9	1529.9	1545.4	1557.1	1534.3	1556.1	1554.3	1525.1	1534.2	42	34	36
All Grades										128	106	106

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	7.14	13.79	30.00	50.00	48.28	47.50	33.33	31.03	10.00	9.52	6.90	12.50	42	29	40
7	34.88	23.26	30.00	30.23	44.19	50.00	20.93	9.30	3.33	13.95	23.26	16.67	43	43	30
8	26.19	17.65	11.11	45.24	38.24	44.44	21.43	14.71	30.56	7.14	29.41	13.89	42	34	36
All Grades	22.83	18.87	23.58	41.73	43.40	47.17	25.20	16.98	15.09	10.24	20.75	14.15	127	106	106

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	42.86	34.48	42.50	45.24	51.72	42.50	9.52	10.34	7.50	2.38	3.45	7.50	42	29	40
7	51.16	44.19	63.33	30.23	32.56	16.67	6.98	11.63	3.33	11.63	11.63	16.67	43	43	30
8	45.24	44.12	41.67	33.33	17.65	38.89	14.29	11.76	11.11	7.14	26.47	8.33	42	34	36
All Grades	46.46	41.51	48.11	36.22	33.02	33.96	10.24	11.32	7.55	7.09	14.15	10.38	127	106	106

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	0.00	10.00	21.43	27.59	20.00	45.24	37.93	50.00	33.33	34.48	20.00	42	29	40
7	9.30	6.98	6.67	30.23	30.23	30.00	32.56	32.56	36.67	27.91	30.23	26.67	43	43	30
8	11.90	2.94	2.78	35.71	23.53	22.22	33.33	38.24	38.89	19.05	35.29	36.11	42	34	36
All Grades	7.09	3.77	6.60	29.13	27.36	23.58	37.01	35.85	42.45	26.77	33.02	27.36	127	106	106

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	13.79	20.00	90.48	79.31	60.00	9.52	6.90	20.00	42	29	40
7	9.30	4.65	10.00	62.79	62.79	63.33	27.91	32.56	26.67	43	43	30
8	14.63	5.88	19.44	68.29	55.88	58.33	17.07	38.24	22.22	41	34	36
All Grades	7.94	7.55	16.98	73.81	65.09	60.38	18.25	27.36	22.64	126	106	106

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	76.19	58.62	79.49	23.81	41.38	15.38	0.00	0.00	5.13	42	29	39
7	83.33	79.07	80.00	7.14	13.95	6.67	9.52	6.98	13.33	42	43	30
8	67.57	61.76	85.71	27.03	14.71	8.57	5.41	23.53	5.71	37	34	35
All Grades	76.03	67.92	81.73	19.01	21.70	10.58	4.96	10.38	7.69	121	106	104

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	3.45	12.50	35.71	37.93	47.50	64.29	58.62	40.00	42	29	40
7	13.95	9.30	6.67	46.51	41.86	50.00	39.53	48.84	43.33	43	43	30
8	28.57	11.76	16.67	30.95	32.35	30.56	40.48	55.88	52.78	42	34	36
All Grades	14.17	8.49	12.26	37.80	37.74	42.45	48.03	53.77	45.28	127	106	106

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.29	20.69	17.50	64.29	68.97	72.50	21.43	10.34	10.00	42	29	40
7	13.95	23.26	16.67	67.44	53.49	70.00	18.60	23.26	13.33	43	43	30
8	2.44	0.00	2.78	87.80	73.53	83.33	9.76	26.47	13.89	41	34	36
All Grades	10.32	15.09	12.26	73.02	64.15	75.47	16.67	20.75	12.26	126	106	106

Conclusions based on this data:

1. Over the past two years, the overall mean scale scores for oral language increased for 6th graders and decreased for 7th and 8th graders.
2. Over the past two years, the overall mean scale scores for written language increased for 6th graders and decreased for 7th and 8th graders.
3. Over the past two years, the overall percentage of students at Performance Level 1 in written language decreased by 5.66%.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
613	**47.1%**	**20.4%**	**0.0%**
Total Number of Students enrolled in Lewis H. Britton Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	125	20.4%
Foster Youth	0	0.0%
Homeless	46	7.5%
Socioeconomically Disadvantaged	289	47.1%
Students with Disabilities	81	13.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.3%
American Indian	4	0.7%
Asian	35	5.7%
Filipino	16	2.6%
Hispanic	380	62%
Two or More Races	15	2.4%
Pacific Islander	4	0.7%
White	131	21.4%

Conclusions based on this data:

1. Britton's population of students identified as English Learners consists of 20.4% of our student population.

2. Britton's population of Students with Disabilities consists of 13.2% of our student population.

3. Britton's population of students identified as Socioeconomically Disadvantaged consists of 47.1% of our student population.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. In 2024 Britton's chronic absenteeism rate fell within the red for academic engagement.
2. In 2024 Britton's ELA rate fell within the green performance range.
3. In 2024 Britton's Math rate fell within the yellow performance range.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	Orange
33.6 points below standard	84.7 points below standard	98.2 points below standard
Increased 15.6 points	Increased 30.3 points	Increased 32.9 points
585 Students	161 Students	85 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Yellow	Yellow
Less than 11 Students	68.3 points below standard	70.0 points below standard
0 Students	Increased 43.9 points	Increased 22.2 points
	57 Students	289 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
162.5 points below standard	Less than 11 Students	Less than 11 Students
Declined 13.8 points	8 Students	4 Students
78 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
33.1 points above standard	9.0 points above standard	54.4 points below standard
Declined 20.1 points	Declined 61.6 points	Increased 23.1 points
35 Students	16 Students	360 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
13.5 points below standard	Less than 11 Students	12.5 points above standard
Declined 3.6 points	4 Students	Increased 18.8 points
15 Students		124 Students

Conclusions based on this data:

1. Britton's current students identified as English Learners scored 84.7 points below standard.
2. In the 2024 Fall Dashboard English Language Arts Performance by Race/Ethnicity, students identified as Hispanic scored 54.4 points below standard.
3. In the 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group, our students identified as Students with Disabilities fell within the red range.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	Orange
68.7 points below standard	128.7 points below standard	154.2 points below standard
Increased 9.8 points	Increased 19.9 points	Increased 15.4 points
589 Students	163 Students	85 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Orange	Orange
Less than 11 Students	113.8 points below standard	112.6 points below standard
0 Students	Increased 14.1 points	Increased 11.2 points
	59 Students	292 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
179.3 points below standard	Less than 11 Students	Less than 11 Students
Increased 8.4 points	8 Students	4 Students
78 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
15.8 points above standard	5.2 points above standard	101.0 points below standard
Declined 45.5 points	Declined 4.8 points	Increased 6.9 points
35 Students	16 Students	364 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
26.7 points below standard	Less than 11 Students	6.3 points below standard
Declined 9.9 points	4 Students	Increased 26.6 points
15 Students		125 Students

Conclusions based on this data:

1. In the 2024 Fall Dashboard Mathematics Performance for All Students/Student Group, no student groups fell within the red range.
2. In the 2024 Fall Dashboard Mathematics Performance by Race/Ethnicity, students identified as Hispanic scored 101 points below standard and fell within the red' range.
3. In the 2024 Fall Dashboard Mathematics Data Comparisons for English Learners, current students identified as English Learners scored 128.7 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	Green
51% making progress.	51.5% making progress.
Number Students: 100 Students	Number Students: 68 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21%	28%	4%	47%

Conclusions based on this data:

1. In the 2024 Fall Dashboard English Learner Progress Indicator, students identified as English Learners scored in the green range with 51 making progress toward English language proficiency.
2. In the 2024 Fall Dashboard Student English Language Acquisition Results, 21%, of students identified as English Learners decreased by one level.
3. In the 2024 Fall Dashboard Student English Language Acquisition Results, 47% of students identified as English Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
21% Chronically Absent	25.7% Chronically Absent	23.9% Chronically Absent
Maintained 0.4	Increased 2.4	Maintained 0.3
632 Students	136 Students	92 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Red
Fewer than 11 students - data not displayed for privacy	30.7% Chronically Absent	26% Chronically Absent
1 Student	Increased 1.3	Maintained 0.1
	75 Students	319 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
28.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 4.2	8 Students	4 Students
89 Students		

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
5.6% Chronically Absent	12.5% Chronically Absent	25.6% Chronically Absent
Increased 2.4	Declined 5.1	Increased 2
36 Students	16 Students	395 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
11.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	15% Chronically Absent
Increased 0.6	4 Students	Declined 3.6
36 Students		133 Students

Conclusions based on this data:

1. In the 2024 Fall Dashboard Chronic Absenteeism for All Students/Student Group, All students had red chronic absenteeism at 21%.
2. In the 2024 Fall Dashboard Chronic Absenteeism five student groups fell within the red chronic absenteeism.
3. In the 2024 Fall Dashboard Chronic Absenteeism by Race/Ethnicity, the following students identified as Hispanic had a 25.6 chronically absent rate, putting them in the red category.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	3	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	Orange
6.9% suspended at least one day	10.2% suspended at least one day	14.1% suspended at least one day
Declined 7.7%	Declined 12.9%	Declined 11.4%
639 Students	137 Students	92 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Green	Yellow
Fewer than 11 students - data not displayed for privacy	7.8% suspended at least one day	10.5% suspended at least one day
1 Student	Declined 5.4%	Declined 9.1%
	77 Students	323 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
13.2% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 4.9%	9 Students	4 Students
91 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
0% suspended at least one day	12.5% suspended at least one day	7.8% suspended at least one day
Declined 3.1%	Increased 12.5%	Declined 8.7%
36 Students	16 Students	399 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Green
19.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.2% suspended at least one day
Increased 8.9%	4 Students	Declined 11.2%
36 Students		135 Students

Conclusions based on this data:

1. In the 2024 Fall Dashboard Suspension Rate for All Students/Student Group, 7.7% of students have been suspended at least once.
2. In the 2024 Fall Dashboard Suspension Rate for All Students/Student Group, students identified as Homeless have been suspended at least once at a rate of 7.8%.
3. In the 2024 Fall Dashboard Suspension Rate by Race/Ethnicity, students identified as Hispanic were suspended at least once at a rate of 7.8% as compared to the students identified as White who were suspended at least once at a rate of 2.2%.

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.

Academics
By the end of the Fall Diagnostic window in December 2025, Britton Middle School will increase the school-wide median percent progress toward Typical Growth by 5 percentage points in both Reading and Math, as measured by the i-Ready Diagnostic assessment, compared to the 2025 Winter Diagnostic data.

As demonstrated by the 2026 CAASPP ELPAC Dashboard results, Britton Middle School will increase the percentage of English Learner students who achieve progress of at least one ELPI level by 5 percentage points compared to the 2025 CAASPP ELPAC Dashboard results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 1

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.

Reading: At the Winter Diagnostic period, this school's percent progress toward Typical Growth is 76%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
Reading EL Learners: At the Winter Diagnostic period, this school's percent progress toward Typical Growth is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
Reading SWD Learners: At the Winter Diagnostic period, this school's percent progress toward Typical Growth is 48%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Math: At the Winter Diagnostic period, this school's percent progress toward Typical Growth is 68%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
Math EL Learners: During the Winter Diagnostic period, this school's percent progress toward Typical Growth is 58%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
Math SWD Learners: During the Winter Diagnostic period, this school's percent progress toward Typical Growth is 42%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

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
i-Ready Reading Winter 2024 to iReady Reading Winter Diagnostic: Diagnostic Growth: Progress Towards Annual Typical Growth: Progress toward Annual (Overall Data), OR Annual Typical Growth: Progress (Median)% (EL & SWD Data)	As indicated by the Winter i-Ready Diagnostic 2025-2026 results, the targeted outcome is a 5% improvement in the median progress of students who achieve typical annual growth in reading by the end of the Winter i-Ready Diagnostic 2025-2026. Actual Outcomes: Reading All Students: 76% Reading English Learners: 92% Reading Students with Disabilities: 48%	As indicated by the 2025 i-Ready Winter Data results, the targeted outcome is a 5% improvement in the median progress of students achieving typical annual growth in reading by the close of the 2025-2026 Winter i-Ready Diagnostic. Expected Outcomes: Reading All Students: 81% Reading English Learners: 97% Reading Students with Disabilities: 53%
i-Ready Math Winter 2024 to iReady math Winter Diagnostic: Diagnostic Growth: Progress Towards Annual Typical Growth: Progress toward Annual (Overall Data), OR Annual Typical Growth: Progress (Median)% (EL & SWD Data)	As indicated by the Winter Math i-Ready Diagnostic 2025-2026 results, the targeted outcome is a 5% improvement in the median progress of students who achieve typical annual growth in math by the end of the Winter i-Ready Diagnostic 2025-2026. Actual Outcomes: Math All Students: 69% Math English Learners: 58% Math Students with Disabilities: 42%	As indicated by the 2025 i-Ready Winter Data results, the targeted outcome is a 5% improvement in the median progress of students achieving typical annual growth in math by the close of the 2025-2026 Winter i-Ready Diagnostic. Expected Outcomes: Math All Students: 74% Math English Learners: 63% Math Students with Disabilities: 47%
CAASPP 2024	As indicated by the 2025 CAASPP Dashboard, the targeted outcome is a 5% improvement in the number of English Learners who progressed at least one ELPI Level. Actual Outcome: English Learners increasing at least one ELPI level: 47%	As indicated by the 2025 CAASPP Dashboard, the targeted outcome is a 5% improvement in the number of English Learners who progressed at least one ELPI Level. Expected Outcome: English Learners increasing at least one ELPI level: 52%

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	Support the tools, training, and student preparation needed in order to expand learning in math, reading, and for our English Learners, through Teacher Release Time to support the growth of our learners, including those who fall into our unduplicated student groups: New Orientation & 6th grade Orientation PLC Planning Times for teachers Extra hours IEP/504/school business "Sub Coverage for planning "Department Planning SB/Inclusion	Our services will benefit all students, with targeted support for those identified as underperforming or disadvantaged, including those who fall into our unduplicated student groups. Specifically, we will focus on our English Learners and students with disabilities.	41,132.84 LCFF New Orientation & 6th grade Orientation PLC Planning Times for teachers Extra hours IEP/504/school business "Sub Coverage for planning "Department Planning SB/Inclusion Chromebooks and items for use with technology such as headphones

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Music repairs and tools Services: Maneuvering the Middle, Newela, Minga, Classroomscreen EL program supplies Instructional supplies Music 54,628.53 LCFF, Unrestricted Lottery New Orientation & 6th grade Orientation PLC Planning Times for teachers Extra hours IEP/504/school business "Sub Coverage for planning "Department Planning SB/Inclusion Chromebooks and items for use with technology such as headphones Music repairs and tools Services: Menuevering the Middle, Newela, Minga, Classroomscreen EL program supplies Instructional supplies Music 37,355.18 Title I New Orientation & 6th grade Orientation PLC Planning Times for teachers Extra hours IEP/504/school business "Sub Coverage for planning "Department Planning SB/Inclusion Chromebooks and items for use with technology such as headphones Music repairs and tools Services: Menuevering the Middle, Newela, Minga, Classroomscreen EL program supplies Instructional supplies Music
1.2	Technology to support the growth of our learners, including those who fall into our unduplicated student groups:	Our services will benefit all students, with targeted support for	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Chromebooks and items for use with technology, such as headphones Music repairs and tools	those identified as underperforming or disadvantaged, including those who fall into our unduplicated student groups. Specifically, we will focus on our English Learners and students with disabilities.	
1.3	Online Services are supplemental materials to support the growth of our learners, including those who fall into our unduplicated student groups: Maneuvering the Middle, Newela, Minga, Classroomscreen EL program supplies Instructional supplies Music for use in the classroom	Our services will benefit all students, with targeted support for those identified as underperforming or disadvantaged, including those who fall into our unduplicated student groups. Specifically, we will focus on our English Learners and students with disabilities.	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Based on the 2024 i-Ready Winter Diagnostic data, Britton Middle School demonstrates varying levels of progress toward Typical Growth across different student groups in both reading and mathematics. While the overall school progress in reading stands at 76%, English Learners show a stronger performance at 92%. However, Students with Disabilities (SWD) in reading are significantly below the overall average at 48%. In mathematics, the overall progress is 68%, with English Learners at 58% and SWD learners at 42%, indicating areas needing focused attention. To address these disparities and elevate overall academic achievement, the articulated goal aims for a 5% improvement in the median progress of all students achieving typical annual growth in both reading and math by December 2025.

For English Learners' language development, the 2024 CAASPP Dashboard reveals that 47% of these students increased at least one ELPI level. Although significant progress has been made, there is still a significant level of need. The subsequent goal targets a 5% increase in this metric, aiming to have a greater number of English Learners demonstrating significant progress in their English language proficiency by the 2026 CAASPP administration. The effectiveness of strategies implemented to achieve these goals will be evaluated by comparing the Fall 2025 i-Ready data and the 2026 CAASPP ELPAC results against the provided baseline data. Successful implementation will necessitate targeted interventions and supports, particularly for SWD learners in both reading and math, and continued effective strategies for the English Learner population to ensure the articulated growth targets are met.

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

The budget expenditures were on par with what was expected.

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.

Based on the initial analysis of the i-Ready and CAASPP data, several potential changes to goals, outcomes, metrics, or strategies may be considered for incorporation into Britton Middle School's Single Plan for Student Achievement (SPSA). Given the significant disparity in progress toward Typical Growth for Students with Disabilities in both reading (48%) and math (42%), a more targeted and ambitious goal might be established specifically for this subgroup. This could involve setting a higher percentage increase target for their median growth compared to the general student population. The annual outcome and metric for this revised goal would remain focused on the i-Ready median progress toward Typical Growth for SWD students, but the target percentage increase could be adjusted to reflect a more urgent need for improvement. Strategies to achieve this might include intensified individualized support, specialized instructional materials, and increased collaboration between general education and special education staff. Activity/Strategy 1.1

Similarly, while English Learners show strong growth in reading (92%), their math progress (58%) indicates a potential area for refinement. A more specific goal could be developed to address math growth for EL students, potentially with tailored instructional approaches that leverage their linguistic assets while targeting mathematical concepts. The metrics would remain the i-Ready median growth in math for ELs, but specific strategies focusing on language-integrated math instruction and culturally responsive teaching could be emphasized. For the overall EL progress in ELPI levels, while a 5% increase is a positive step, further analysis of the specific domains where students need the most support could inform more targeted instructional strategies. This might involve a closer look at the CAASPP ELPAC domain scores to tailor language development activities. These potential changes, including specific goals, targeted strategies, and adjusted metrics for SWD and EL learners, would be detailed within the "Goals, Actions, and Services" section of the SPSA, with specific activities and responsible personnel outlined in the "Action Plan" portion. The "Monitoring and Evaluation" section would then reflect how progress toward these refined goals will be measured and reported. Activity/Strategy 1.1

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.

Family/Guardian and Community Engagement
By the end of the 2025-2026 school year, Britton Middle School will successfully host a minimum of eight monthly family engagement events focused on supporting students' social, emotional, and academic growth, directly addressing FACE Plan Sharing: Action 3. Additionally, Britton Middle School will establish and implement a school-wide family survey system to actively seek family interests and backgrounds, aligning with FACE Plan Listening: Action 2.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 2

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.

Family engagement activities that support the social, emotional and academic achievement of their child/children is a critical partnership must be fostered within the middle school environment.
No survey currently exists to collect and gather parent responses and reflections to our school's programs and progress.

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
Educationally related events held ex: Parent/Principal Chats, Open House, Back to School Night, ELAC Meetings, School Site Council, Parent learning events, etc	To foster stronger home-school partnerships and support student growth, Britton Middle School will implement monthly parent engagement events. These sessions will directly address Action 3, Sharing: Data with the families about Student skill levels, of the FACE Plan by equipping families with valuable insights and practical strategies. Actual Outcome New metric, no baseline data	Britton will host at least one event monthly for parents, focusing on their middle school child's academic and social-emotional development. Expected Outcome New metric, no baseline data
Parent/Guardian responses to a survey sent to parents twice per year.	To strengthen home-school connections and enrich student learning, Britton Middle School will establish a family check-in/survey system. This initiative directly supports FACE Plan: Listening: Action 2 by actively seeking family interests and backgrounds. The information gathered will enable parents to collaborate with the school in	During the 2025-2026 school year, a check in/survey system for families to leverage interests/backgrounds at least twice a year (Fall, Winter) Expected Outcome Two surveys sent to parents, one in fall, one in winter.

	integrating their home cultures into classroom lessons, thereby advancing district goals for family and community engagement. Actual Outcome New metric, no baseline data	

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	Increase the opportunities parents and guardians have to participate in their child's education by providing them the time, space, opportunity, and education on various topics surrounding their child's education and social-emotional wellbeing. These topics will be determined prior to the start of school in August of 2025 in collaboration with our climate and culture team members. Training in communication tools such as Aeries, ParentSquare, and Google Classroom for staff and for parents will be held to support our home and school connection. The cost of postage will be set aside as well in order to support communication with our families, including those who fall into our unduplicated family groups. The cost of light snacks will be budgeted for as well to provide hospitality to our family guests who attend meetings during mealtime hours.	All Students, including those who fall into our unduplicated student groups	300 LCFF, Unrestricted Lottery Aeries Training 1064.65 Title I Postage/Food

Annual Review

SPSA Year Reviewed: 2024-25

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.

As this is the inaugural year for these metrics, the primary focus will be on successful implementation and establishing a baseline for future comparison. The effectiveness will be assessed by the successful execution of the planned events and the establishment of a functional survey system with meaningful parent responses. Future analysis will then compare subsequent year data to these initial metrics to determine the growth and impact of these family engagement strategies.

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

There was no need to purchase the software needed to gather this data, therefore, no budget was required. During this school year, we have included a budget for postage, food, and Aries training for the staff members to better assist our parent groups.

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.

The articulated goal for family engagement at Britton Middle School has two primary components, each with its own implementation strategy:

Monthly Family Engagement Events: The intended implementation involves planning, publicizing, and hosting a minimum of eight monthly events throughout the 2025-2026 school year. These events will be intentionally designed to support students' social, emotional, and academic growth, directly aligning with the "Sharing" action (Action 3) of the family engagement plan. The focus will be on providing families with valuable information, resources, and strategies related to these key areas. Effectiveness will be measured by tracking the number of events successfully hosted and gathering data on parent participation through sign-in sheets and potentially event-specific feedback mechanisms (though no specific feedback mechanism is mentioned as a baseline). The school will also look at qualitative data gathered during the events, such as parent questions and engagement levels, to gauge the immediate impact and relevance of the content. Activity/Strategy 2.1

School-Wide Family Survey System: The intended implementation involves developing, disseminating, and collecting responses from a school-wide family survey. This system will be designed to actively seek information about family interests and backgrounds, aligning with the "Listening" action (Action 2) of the family engagement plan. The goal is to gather data that can inform school practices and create opportunities for families to partner in their children's education, including integrating home cultures into the classroom. Effectiveness will be measured by the successful establishment and implementation of the survey system, the rate of parent/guardian participation in the survey, and the quality and type of data collected. Initially, the sheer act of implementing the survey and achieving a reasonable response rate will be key indicators of success. Over time, the effectiveness will be judged by how the collected data is utilized to inform school programs and foster stronger home-school connections.

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.

School Culture & Climate
75% of students who take our survey will feel connected to an engaged with the work they are doing at Britton Middle School.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 3

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.

Social-emotional needs post COVID have increased dramatically. In addition, there is an increased need to provide targeted engagement activities to encourage our student population to be present and attentive at school. Over the past year, we've see a drop in chronic absenteeism and an increase in students participating in activities at school. We will continue to capitalize on the forward movement we've begun to see.

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
Local Survey Results from Britton Middle School Student Engagement Survey	Students answered the question: "Do you feel like you belong at Britton Middle School?" Actual Outcome New metric, no baseline data	By May 2026, at least 75% of Britton students will answer yes to the following survey question: "Do you feel like you belong at Britton Middle School?"
Chronic Absenteeism as determined by 2024 CA School Dashboard data, released during the 2025-2026 school year.	By May of 2026 school year, our overall student population's chronic absenteeism was in the RED band for CA School Dashboard data, maintaining at a .04%. Actual Outcome New metric, no baseline data	By May 2026, our overall student population will who are chronically absent will decrease two bands from red to yellow as determined by by 2024 CA School Dashboard data, released in 2025 available on CA School Dashboard.

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	Increase a sense of belonging on campus for all of our students, including those who fall into our unduplicated student groups during school and outside of school day programming. In an attempt	All Students, including those who fall into our unduplicated student groups	25,657.09 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	to foster a sense of belonging, and in addition to the items listed below, we intend to hire outside agencies, tbd, to provide a space outside of the school day where students can participate in activities such as sports, clubs, music, etc.		Chronic Absenteeism Classified Staffing Stipends Stipends: Robotics, climate & culture, Office supplies, paper, tools for leadership & communication 16,733.97 LCFF, Unrestricted Lottery Chronic Absenteeism Classified Staffing Stipends Stipends: Robotics, climate & culture, Office supplies, paper, tools for leadership & communication 8,711.20 Title I Chronic Absenteeism Classified Staffing Stipends Robotics/Tech: Stipends 7,452.90 Extra Curricular Certificated Staffing: Stipends/cheer ADA

Annual Review

SPSA Year Reviewed: 2024-25

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.

In years past, we have used survey data from the Hanover survey provided by our district office. However, we have found that our students found the survey difficult to use, resulting in lower than desired levels of student submissions. Additionally, the survey data is not readily available to our school sites for review until the end of April or the beginning of May each year. As a result, we have shifted our activities to provide us with more relevant and stronger data to pull information regarding student engagement levels on our site. Additionally, chronic absenteeism was not an area of concern last year. Due to this, our goals will shift to align to our new areas of need.

As this is the inaugural year for these metrics, the primary focus will be on successful implementation and establishing a baseline for future comparison. The effectiveness will be assessed by the successful execution of a functional survey system with meaningful student responses along with a reduction of chronic absenteeism as determined by the California dashboard. Future analysis will then compare subsequent year data to these initial metrics to determine the growth and impact of these student engagement strategies.

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

No major discrepancy occurred between the proposed and actual spending needs.

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.

The articulated goal for school culture and climate at Britton Middle School focuses on fostering a sense of belonging and improving student attendance. The implementation of strategies to achieve this goal will likely involve a multi-faceted approach. To address the feeling of belonging, the school will administer a local student engagement survey, specifically tracking responses to the question "Do you feel like you belong at Britton Middle School?". The effectiveness of strategies aimed at increasing this sense of belonging will be directly measured by the percentage of students responding affirmatively, with the target being 75% feeling connected and engaged. Activities supporting this could include initiatives that promote inclusivity, strengthen student relationships with peers and staff, enhance school spirit, and provide opportunities for student voice and leadership. Activity/Strategy 3.1

Regarding chronic absenteeism, the school aims to reduce the number of chronically absent students to the point where they move from the "red" to the "yellow" band on the state's reporting system. The effectiveness of strategies targeting attendance will be determined by analyzing the chronic absenteeism data from the 2024 CAASPP release (available in the 2025-2026 school year). Implementation strategies might include proactive outreach to families of students with attendance issues, implementation of attendance incentives, addressing underlying factors contributing to absenteeism (such as social-emotional challenges or lack of engagement), and clear communication of attendance policies and their importance. The success of these strategies will be evident in the movement of the overall student population out of the "red" chronic absenteeism band.

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	$193,036.36
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 ($)
Title I	$47,131.03

Subtotal of additional federal funds included for this school: $47,131.03

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 ($)
Extra Curricular	$7,452.90
LCFF	$66,789.93
LCFF, Unrestricted Lottery	$71,662.50

Subtotal of state or local funds included for this school: $145,905.33

Total of federal, state, and/or local funds for this school: $193,036.36

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

Expenditures by Funding Source

Funding Source	Amount
Extra Curricular	7,452.90
LCFF	66,789.93
LCFF, Unrestricted Lottery	71,662.50
Title I	47,131.03

Expenditures by Budget Reference

Budget Reference	Amount
	51,102.26

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	7,452.90
	LCFF	66,789.93
	LCFF, Unrestricted Lottery	71,662.50
	Title I	47,131.03

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,116.55
Goal 2	1,364.65
Goal 3	58,555.16

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

2 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

1 Secondary Students

Name of Members	Role
1. Nanette Donohue	Principal
3. Kelly Parker	Classroom Teacher
Melissa Moralez	Classroom Teacher Parent or Community Member
5. Elvia Hernandez	Other School Staff
6. Debora Perades	Parent or Community Member
7. Kate Wheat	Parent or Community Member
8. Maren McEuen	Parent or Community Member
9.Connie De La Cruz	Other School Staff
10. Brenda Prado	Parent or Community Member
11. Laura Sharp	Parent or Community Member
12. Logan Pacheco	Secondary Student

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.

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

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

2 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

1 Secondary Students

Name of Members	Role
1. Nanette Donohue	Principal
3. Kelly Parker	Classroom Teacher
Melissa Moralez	Classroom Teacher Parent or Community Member
5. Elvia Hernandez	Other School Staff
6. Debora Perades	Parent or Community Member
7. Kate Wheat	Parent or Community Member
8. Maren McEuen	Parent or Community Member
9.Connie De La Cruz	Other School Staff
10. Brenda Prado	Parent or Community Member
11. Laura Sharp	Parent or Community Member
12. Logan Pacheco	Secondary Student

Shannon Costanza

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 5/27/25

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 5/12/2025.

Attested:

Principal, Nanette Donohue on 5/22/25

SSC Chairperson, Maren McEwen on 5/22/25